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GRAMMAR

in use

REFERENCE AND PRACTICE
FOR INTERMEDIATE STUDENTS
OF ENGLISH

RAYMOND MURPHY

with Roann Altman

Consultant: William E. Rutherford



CAMBRIDGE
UNIVERSITY PRESS

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge CB2 1RP, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, United Kingdom
40 West 20th Street, New York, NY 10011-4211, USA
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

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First published 1989
Eleventh printing 1998

Printed in the United States of America

Typeset in Times Roman

Library of Congress Cataloging-in-Publication Data
Murphy, Raymond.
Grammar in use.
Contents: [1] Student's book - [2] Answer key.
1. English language - Textbooks for foreign speakers.
2. English language - Grammar - 1950-
3. English language - United States. I Altman, Roann.
II. Title.
PE1128.M775 1989 428.2'4 88-29951

ISBN 0-521-34843-9 Student's Book: paperback
ISBN 0-521-35701-2 Answer Key: paperback

Illustrations by Daisy de Puthod
Book design by Final Draft, Inc.

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INTRODUCTION

Grammar in Use is a textbook for intermediate students of English who need to study and practice using the grammar of the language. It can be used as a classroom text or for self-study. It will be especially useful in cases where, in the teacher's view, existing course materials do not provide adequate coverage of grammar.

Level

The book is intended mainly for intermediate students (that is, students who have already studied the basic structures of English). It concentrates on those structures which intermediate students want to use but which often cause difficulty. The book will probably be most useful at middle- and upper-intermediate levels (where all or nearly all of the material will be relevant), and can serve both as a basis for review and as a means of practicing new material. The book will also be useful for more advanced students who still make a lot of grammatical mistakes and who need a book for reference and practice.

The book is not intended to be used by beginning-level students.

How the book is organized

The book consists of 124 units, each of which concentrates on a particular point of grammar. Some areas (for example, the present perfect or the use of articles) are covered in more than one unit. In each unit there are explanations and examples (left-hand page) and exercises (right-hand page), except for Unit 112, which is a double unit.

At the beginning of the book the *Contents* pages provide a full list of units, and there is a detailed *Index* at the end for easy reference.

There are also four *Appendices* at the end of the book: "List of Present and Past Tenses," "Regular and Irregular Verbs," "Spelling," and "Short Forms." It might be useful for the teacher to draw students' attention to these.

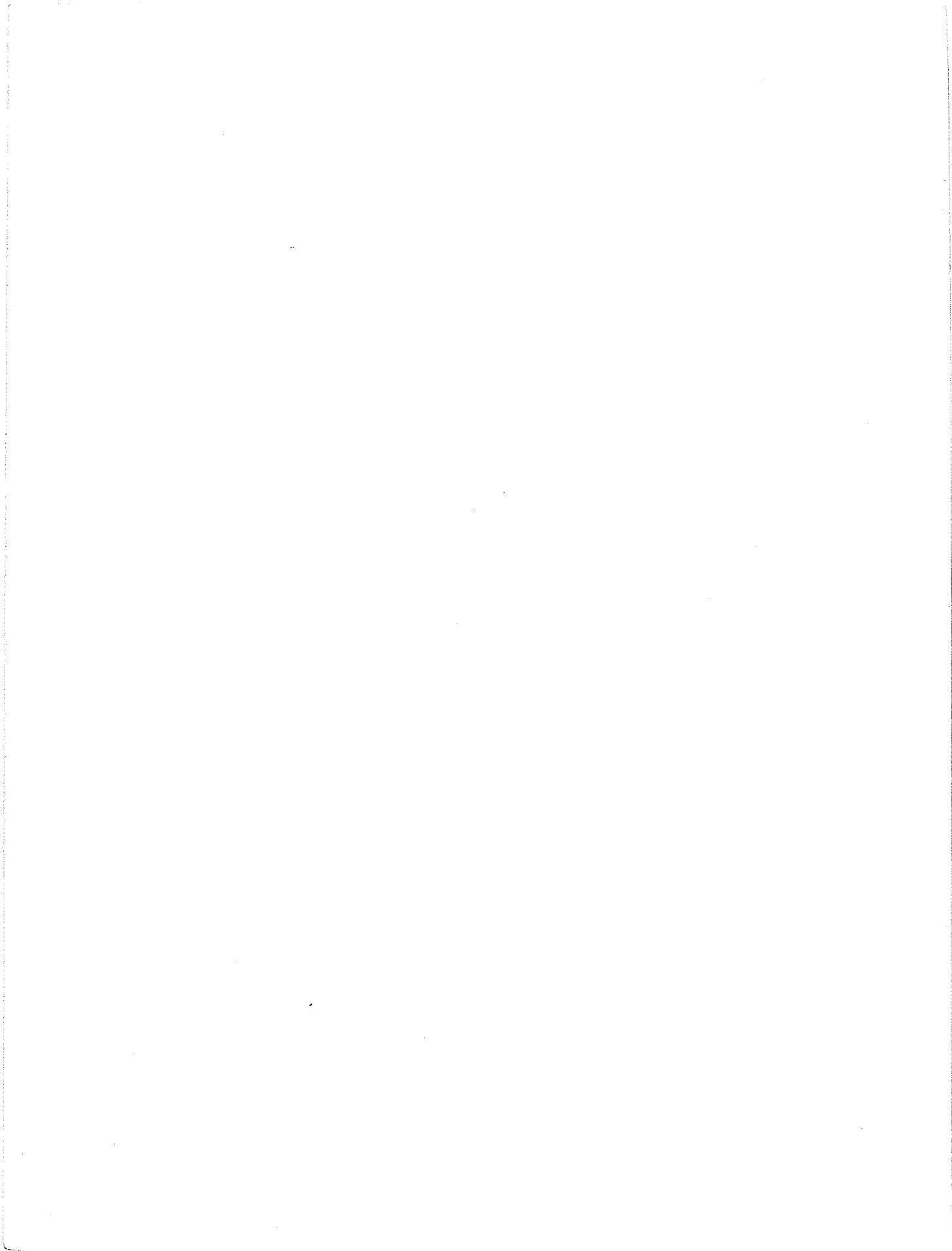
Using the book

It is certainly not intended that anyone should work through this book from beginning to end. It is for the teacher to decide what to teach and in what order to teach it, so the book is best used selectively and flexibly.

The book can be used with the whole class or with individual students. When using the book with the whole class, it is suggested that teachers teach the grammar points concerned in whatever way they want. In this case the left-hand page is not used actively during the lesson but serves as a record of what has been taught and can be referred to by the student in the future. The exercises can then be done in class or as homework. Alternatively (and additionally), individual students can be directed to study certain units of the book by themselves if they have particular difficulties not shared by other students in their class.

Answer Key

A separate answer key is available for teachers and self-study users.



Grammar in Use

a Study this example situation:

Ann is in her car. She is on her way to work.

She **is driving** to work.

This means: She is driving now, at the time of speaking.

This is the *present continuous* tense:

| | | |
|--|---|---------|
| I am (= I'm) | } | driving |
| he/she/(it) is (= he's, etc.) | | |
| we/they/you are (= we're, etc.) | | |



We use the present continuous when we talk about something that is happening at the time of speaking:

- Please don't make so much noise. **I'm studying.** (*not* I study)
- "Where is Peggy?" "She's **taking** a bath." (*not* she takes)
- Let's go out now. It **isn't raining** anymore.
- (*at a party*) Hello, Ann. Are you **enjoying** the party? (*not* do you enjoy)

b We also use the present continuous when we talk about something that is happening around the time of speaking, but not necessarily exactly at the time of speaking. Study this example situation:

- Tom and Ann are talking and having coffee in a cafe. Tom says: "**I'm reading** an interesting book at the moment. I'll lend it to you when I've finished it."

Tom is not reading the book at the time of speaking. He means that he has begun the book and hasn't finished it yet. He is in the middle of reading it. Here are some more examples:

- Maria **is studying** English at a language school. (*not* studies)
- Have you heard about Brian? He **is building** his own house. (*not* builds)

But perhaps Maria and Brian are not doing these things exactly at the time of speaking.

c We often use the present continuous when we talk about a period around the present. For example: **today**, **this week**, **this season**, etc.:

- "You're **working** hard **today**." "Yes, I have a lot to do."
- Tom **isn't playing** football **this season**. He wants to concentrate on his studies.

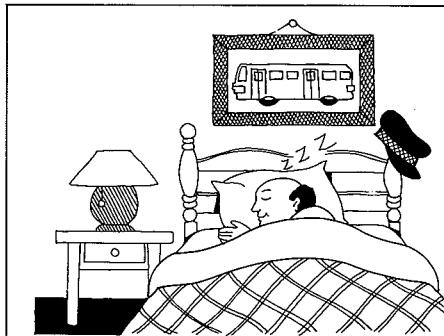
d We use the present continuous when we talk about changing situations:

- The population of the world **is rising** very fast. (*not* rises)
- Is your English **getting** better? (*not* does . . . get)

UNIT 2

Simple present (I do)

a Study this example situation:



Alex is a bus driver. But now he is asleep in bed.
So:

He is *not* driving a bus (he is asleep).

But: He **drives** a bus.

This is the *simple present* tense:

I/we/you/they **drive**
he/she/(it) **drives**

We use the simple present to talk about things in general. We are not thinking only about the present. We use it to say that something happens all the time or repeatedly, or that something is true in general. It is not important whether the action is happening at the time of speaking:

- The earth **goes** around the sun.
- Nurses **take care** of patients in hospitals.
- In Canada, most stores **close** at 6:00 p.m.

Remember that we say **he/she/it -s**. Don't forget the **s**:

- I **work** in a bank. Barry **works** in a department store.

b We use **do/does** to make questions and negative sentences:

| | | | |
|--|--------------|--|-------------|
| do I/we/you/they does he/she/it | work? | I/we/you/they don't he/she/it doesn't | work |
|--|--------------|--|-------------|

- Excuse me, **do you speak** English?
- "Would you like a cigarette?" "No, thanks. I **don't smoke**."
- **What does** this word **mean**? (*not* What means this word?)
- Rice **doesn't grow** in Alaska.

For questions see also Unit 47.

c We use the simple present when we say how often we do things:

- I **get up** at 8:00 **every morning**. (*not* am getting)
- **How often** **do you go** to the dentist?
- Ann **doesn't go out** **very often**.
- In the summer, Tom **usually plays** tennis **twice a week**.

d Note that we say "Where **do you come** from?" (= Where are you from?):

- Where **do you come** from? (*not* Where are you coming from?)
- He **comes** from Japan. (*not* He is coming from Japan.)

Present continuous (I am doing) or simple present (I do)?

Before you study this unit, study Units 1 and 2.

a Study this explanation and compare the examples:

Present continuous (I am doing)

Use the present continuous to talk about something that is happening at or close to the time of speaking:

**I am
doing**

past *now* *future*

The water **is boiling**. Could you turn it off, please?

Listen to those people. What language **are they speaking?**

“Where’s Tom?” “He’s **playing** tennis.” (*you find a stranger in your room*) What **are you doing** here?

Maria is in Canada for three months. She’s **learning** English.

Use the present continuous for a *temporary* situation:

I’m **living** with some friends until I can find an apartment.

Mary usually has a summer job, but she **isn’t working** this summer.

Simple present (I do)

Use the simple present to talk about things in general or things that happen repeatedly:

← **I do** →

past *now* *future*

Water **boils** at 100 degrees Celsius.

Excuse me, **do you speak** English?

Tom **plays** tennis every Saturday.
What **do** you usually **do** on the weekend?
What **do** you **do**? (= What’s your job?)
Most people **learn** to swim when they are children.

Use the simple present for a *permanent* situation:

My parents **live** in Boston. They have been there for 20 years.

Jack **doesn’t work** during the summer.
He always takes a long vacation.

b

Some verbs are used only in *simple* tenses. For example, you cannot say “I am knowing.” You can only say **I know**. Here is a list of verbs that are not normally used in *continuous* tenses (but there are exceptions):

| | | | | | |
|--------|------|--------|---------|------------|----------|
| want | like | belong | know | suppose | remember |
| need | love | see | realize | mean | forget |
| prefer | hate | hear | believe | understand | seem |

have (meaning “possess”; see also Unit 23) think (meaning “believe” / “have an opinion”)

- Do you **like** Rome? (*not* are you liking)
- He **doesn’t understand** the problem. (*not* he isn’t understanding)
- These shoes **belong** to me. (*not* are belonging)
- What **do** you **think** Tom will do? (= What do you believe he will do?)
- Do you **have** a car? (*not* are you having)
- but: ■ What **are** you **thinking** about? (= What is going on in your mind?)

Present tenses (I am doing / I do) with a future meaning

a Present continuous with a future meaning

Study this example situation:



This is Tom's schedule for next week.

He **is playing** tennis on Monday afternoon.
He **is going** to the dentist on Tuesday morning.
He **is having** dinner with Ann on Friday.

In all these examples, Tom has already decided and arranged to do these things.

When you are talking about what you have already arranged to do, use the present continuous (**I am doing**). Do *not* use the simple present (**I do**).

- A: What **are you doing** tomorrow evening? (*not* what do you do)
B: I'm **going** to the theater. (*not* I go)
- A: Are you **playing** tennis tomorrow?
B: Yes, but Tom **isn't playing**. He hurt his leg.
- A: Ann **is coming** tomorrow.
B: Oh, is she? What time **is she arriving**?
A: At 10:15.
- B: Are you **meeting** her at the station?
A: I can't. I'm **working** tomorrow morning.

It is also possible to use **going to (do)** in these sentences:

- What **are you going to do** tomorrow evening?
- Tom **is going to play** tennis on Monday afternoon.

But the present continuous is usually more natural when you are talking about arrangements. See also Unit 5.

Do *not* use **will** to talk about what you have already arranged to do:

- What **are you doing** this evening? (*not* what will you do)
- Alex **is getting** married next month. (*not* Alex will get)

For **will** see Units 6 and 7.

b Simple present with a future meaning

We use the simple present when we are talking about timetables, schedules, etc. (for example, public transportation, movies):

- What time **does** the movie **begin**?
- The train **leaves** Boston at 7:25 a.m. and **arrives** in Washington, D.C., at 3:41 p.m.
- The football game **starts** at 2:00.
- Tomorrow **is** Wednesday.

But we do not usually use the simple present for personal arrangements:

- What time **are you meeting** Ann? (*not* do you meet)

UNIT 5

Going to (I am going to do)

a We use **going to (do)** when we say what we have already decided to do, or what we intend to do in the future:

- A: There's a movie on television tonight. **Are you going to watch it?**
B: No, I'm too tired. **I'm going to make it an early night.**
- A: I hear Ann has won a lot of money. **What is she going to do with it?**
B: I've heard she's **going to travel** around the world.

For the difference between **will** and **going to see** see Unit 8.

b We prefer to use the present continuous (**I am doing**) when we say what someone has *arranged* to do – for example, arranged to meet someone, arranged to travel somewhere. **Going to** is also possible:

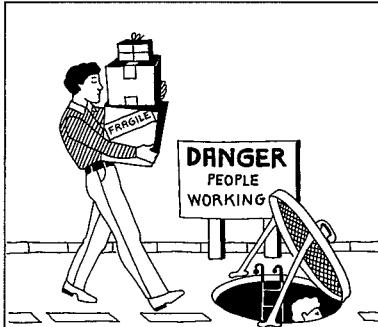
- What time **are you meeting** Ann? (*or are you going to meet*)
- **I'm leaving** for Europe on Monday. (*or I'm going to leave*)

See also Unit 4a.

c We use **was/were going to** to say what someone intended to do in the past (but didn't do):

- **We were going to take** the train, but then we decided to go by car.
- A: Did Tom **take** the exam?
B: No, he **was going to take** it, but then he changed his mind.

d **Going to** also has another meaning. Study this example situation:



The man can't see where he is going. There is a hole in front of him.

He is going to fall into the hole.

Here the speaker is saying what he thinks will happen. Of course he doesn't mean that the man intends to fall into the hole.

We use **going to** in this way when we say what we think will happen. Usually there is something in the present situation (the man walking toward the hole) that makes the speaker sure about what will happen.

- Look at those black clouds! **It's going to rain.** (the clouds are there now)
- Oh, I feel terrible. I think **I'm going to be sick.** (I feel terrible now)

UNIT 6

Will (1)

a We use **will** ('ll) when we decide to do something at the time of speaking:

- Oh, I left the door open. I'll go and shut it.
- "What would you like to drink?" "I'll have some coffee, please."
- "Did you call Ann?" "Oh no, I forgot. I'll do it now."
- I'm too tired to walk home. I think I'll take a taxi.

You cannot use the simple present (**I do**) in these sentences.

- I'll go and shut it. (*not I go and shut it*)

Do not use **will** to say what someone has already decided to do or arranged to do:

- I can't meet you tomorrow because my parents are coming to see me. (*not my parents will come*)

The negative of **will** is **won't** (or **will not**):

- Receptionist: I'm afraid Mr. Wood can't see you until 4:00.
- You: Oh, in that case I **won't** wait.

We often use **I think I'll ...** or **I don't think I'll ...** when we decide to do something:

- **I think I'll** stay home this evening.
- **I don't think I'll** go out tonight. I'm too tired.

b We often use **will** in these situations:

Offering to do something:

- That bag looks heavy. I'll help you with it. (*not I help*)
- "I need some money." "Don't worry. I'll lend you some."

Agreeing or *refusing* to do something:

- A: You know that book I lent you? Can I have it back?
- B: Of course. I'll bring it back this afternoon. (*not I bring*)
- I've asked John to help me, but he **won't**.
- The car **won't** start. (=the car "refuses" to start)

Promising to do something:

- Thank you for lending me the money. I'll pay you back on Friday. (*not I pay*)
- I **won't tell** Tom what you said. I promise.
- I promise I'll call you as soon as I arrive.

Asking someone to do something (**Will you ...?**):

- **Will you shut** the door, please?
- **Will you please be** quiet? I'm trying to concentrate.

For **will** see also Unit 7. For **will** and **going to** see Unit 8.

a When we talk about the future, we often say what someone has arranged to do or intends to do. Do *not* use **will** in this situation:

- Tom is **playing** tennis on Monday. (*not* Tom will play)
- Are you **going to watch** television this evening? (*not* will you watch)

For arrangements and intentions see Units 4 and 5.

But often when we are talking about the future, we are not talking about arrangements or intentions. Study this example:

Tom: I'm really worried about my exam next week.

Ann: Don't worry, Tom. You'll pass.

“You'll pass” is not an arrangement or an intention. Ann is just saying what will happen or what she thinks will happen; she is predicting the future. When we predict a future happening or a future situation, we use **will/won't**.

- When you return home, you'll **notice** a lot of changes.
- This time next year I'll **be** in Japan. Where **will** you **be**?
- When **will** you **find out** your exam results?
- Tom **won't** **pass** his exam. He hasn't done any work for it.

We often use **will** with these words and expressions:

| | |
|--------------------|---|
| probably | I'll probably be a little late this evening. |
| (I'm) sure | You must meet Ann. I'm sure you'll like her. |
| (I) bet | I bet Carol will get the job. |
| (I) think | Do you think we'll win the match? |
| (I) suppose | I suppose we'll see John at the party. |
| (I) guess | I guess I'll see you next week. |

b **Will and shall**

You can say **I will** or **I shall (I'll)**

we will or **we shall (we'll)**

- I **will** (or I **shall**) probably **go** to Europe this summer.
- We **will** (or we **shall**) probably **go** to Europe this summer.

Will is more common than **shall**. In speech we normally use the short forms **I'll** and **we'll**:

- I'll probably **go** to Europe.

Do not use **shall** with **he / she / it / they / you**.

- John **will help** you. (*not* shall help you)

We use **shall** (not **will**) in the questions **Shall I . . . ?** and **Shall we . . . ?** (for offers, suggestions, etc.):

- Shall I **open** the window? (= Do you want me to open the window?)
- Where **shall we go** this evening?

For **will** see also Units 6, 8, and 9.

UNIT 8

Will or going to?

a Talking about future actions

We use both **will** and **going to** to talk about our future actions, but there is a clear difference. Study this example situation:

Helen's bicycle has a flat tire. She tells her father.

Helen: My bicycle has a flat tire.

Can you fix it for me?

Father: Okay, but I can't do it now.

I'll fix it tomorrow.

will: We use **will** when we decide to do something at the time of speaking. The speaker has not decided before. Before Helen told her father, he didn't know about the flat tire.

Later, Helen's mother speaks to her husband.

Mother: Can you fix Helen's bicycle?

It has a flat tire.

Father: Yes, I know. She told me.

I'm **going to** fix it tomorrow.

going to: We use **going to** when we have already decided to do something. Helen's father had already decided to fix the bicycle before his wife spoke to him.

Here is another example:

- *Tom is cooking when he suddenly discovers that there isn't any salt:*

Tom: Ann, we don't have any salt.

Ann: Oh, we don't? I'll get some from the store. (*she decides at the time of speaking*)

Before going out, Ann says to Jim:

Ann: I'm **going to** get some salt from the store. (*she has already decided*)
Can I get you anything, Jim?

b Saying what will happen (predicting future happenings)

We use both **will** and **going to** to say what we think will happen in the future:

- Do you think Laura **will** get the job?
- Oh no! It's already 4:00. We're **going to** be late.

We use **going to** (not **will**) when there is something in the present situation that shows what will happen in the future (especially the near future). The speaker feels sure about what will happen because of the situation now (see also Unit 5d):

- Look at those black clouds. It's **going to rain**. (the clouds are there *now*)
- I feel terrible. I think I'm **going to** be sick. (I feel terrible *now*)

Do not use **will** in situations like these.

In other situations, use **will** (see also Unit 7):

- Sue **will** probably **arrive** at about 8 o'clock.
- I think George **will** like the present you bought for him.

When and If sentences (When I do... / If I do...)

a Study this example:

A: What time will you call me tonight?
 B: I'll call you **when I get home from work**.

"I'll call you when I get home from work" is a sentence with two parts: "I'll call you" (the main part) and "when I get home from work" (the **when** part). The sentence is future (*tonight*), but you cannot use **will** or **going to** in the **when** part of the sentence. Instead we use a present tense, usually simple present (**I do**).

- I can't talk to you now. I'll talk to you later when I have more time. (*not when I'll have*)
- **When the rain stops**, we'll go out. (*not when the rain will stop*)

The same thing happens after:

while after before until/till as soon as

- Can you take care of the children **while I am out**? (*not will be*)
- **Before you leave**, you must visit the museum. (*not will leave*)
- Wait here **until I come back**. (*not will come*)

b You can also use the present perfect (**I have done**) after **when/after/until**, etc., to show that the first action will be finished before the second:

- **After I've read** this book, you can have it.
- Don't say anything **while Tom is here**. Wait **until he has gone**.

It is often possible to use either the simple present or the present perfect:

- I'll come **as soon as I finish**. *or* I'll come **as soon as I've finished**.
- You'll feel better **when you have** *or* You'll feel better **when you've had** something to eat. *or* something to eat.

c After **if** we also use the simple present (**I do**) for the future:

- It's raining. We'll get wet **if we go out**. (*not if we will go*)
- Hurry up! **If we don't hurry**, we'll be late. (*not if we won't hurry*)

Be careful not to confuse **when** and **if**.

Use **when** for things that are *sure* to happen:

- I'm *going* shopping this afternoon. **When I go shopping**, I'll buy some food.

Use **if** (**not when**) for things that will *possibly* happen:

- I *might go* shopping this afternoon. **If I go shopping**, I'll buy some food.
- If it rains this evening, I *won't go out*. (*not when it rains*)
- Don't worry **if I'm late tonight**. (*not when I'm late*)
- If he *doesn't come* soon, I'm *not going to wait*. (*not when he doesn't come*)

a First study this example situation:

Tom is a football fan, and there is a football game on television this evening. The game begins at 7:30 and ends at 9:15. Ann wants to go and see Tom this evening and wants to know what time to come over:

Ann: Is it all right if I come over at about 8:30?

Tom: No, don't come then. **I'll be watching** the game on TV.

Ann: Oh. Well, what about 9:30?

Tom: Yes, that'll be fine. The game **will have ended** by then.

b We use **will be doing** (*future continuous*) to say that we will be in the middle of doing something at a certain time in the future. The football game begins at 7:30 and ends at 9:15. So during this time, for example at 8:30, Tom **will be watching** the match. Here are some more examples:

- You'll recognize her when you see her. **She'll be wearing** a yellow hat.
- This time next week I'll be on vacation. **I'll probably be lying** on a beautiful beach.

Compare **will be doing** with the other continuous forms:

Bill works every morning from 9 o'clock until noon. So:

- At 10 o'clock yesterday he **was working**. (*past continuous* – see Unit 12)
- It's 10 o'clock now. **He is working**. (*present continuous* – see Unit 1)
- At 10 o'clock tomorrow he **will be working**.

c You can also use **will be doing** in another way: to talk about things that are already planned or decided:

- **I'll be going** downtown later. Can I get you anything?

With this meaning **will be doing** is similar to **am doing** (see Unit 4a):

- **I'm going** downtown later.

We often use **Will (you) be -ing?** to ask about people's plans, especially when we want something or want someone to do something:

- "Will you **be using** your bicycle this evening?" "No, you can take it."
- "Will you **be passing** the post office when you go out?" "Yes, why?"

d We use **will have done** (*future perfect*) to say that something will already have happened before a certain time in the future. Tom's football game ends at 9:15. So after this time, for example at 9:30, the game **will have ended**. Here are some more examples:

- Next year is Ted and Amy's 25th wedding anniversary. They **will have been married** for 25 years. (Now they have been married for 24 years.)
- We're late. I guess the movie **will already have started** by the time we get to the theater.

UNIT 11

Simple past (I did)

a Study this example:

Tom: Look! It's raining again.

Ann: Oh no, not again. It **rained** all day yesterday too.

Rained is the *simple past* tense. We use the simple past to talk about actions or situations in the past.

- I **enjoyed** the party very much.
- Mr. Brown **died** ten years ago.
- When I **lived** in Athens, I **worked** in a bank.

b Very often the simple past ends in **-ed**:

- We **invited** them to our party, but they **decided** not to come.
- The police **stopped** me on my way home last night.
- She **passed** her exam because she **studied** very hard.

For spelling rules see Appendix 3.

But many important verbs are *irregular*. This means that the simple past does *not* end in **-ed**:

leave → **left** We all **left** the party at 11:00.

go → **went** Last month I **went** to Rome to see a friend of mine.

cost → **cost** This house **cost** \$75,000 in 1980.

The past of the verb **be** (am/is/are) is **was/were**:

I/he/she/it **was** we/you/they **were**

I **was** angry because Tom and Ann **were** late.

For a list of irregular verbs see Appendix 2.

c In simple past questions and negatives we use **did/didn't** + the base form (do/open, etc.):

it **rained** **did it rain?** it **didn't rain**

- Ann: **Did** you **go** out last night, Tom?
- Tom: Yes, I **went** to the movies. But I **didn't enjoy** it.
- When **did** Mrs. Johnson **die**? ■ What **did** you **do** over the weekend?
- We **didn't invite** her to the party, so she **didn't come**.
- Why **didn't** you **call** me on Tuesday?

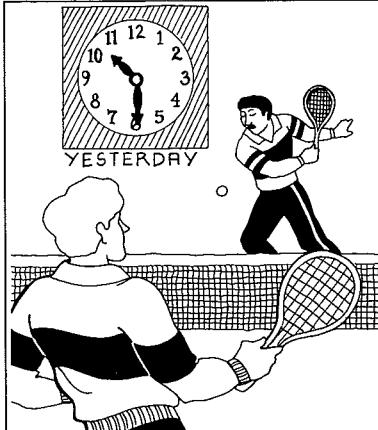
Note that we normally use **did/didn't** with **have**:

- **Did** you **have** time to write the letter?
- I **didn't have** enough money to buy anything to eat.

But we do *not* use **did** with the verb **be** (**was/were**):

- Why **were** you so angry? ■ Was Mark at work yesterday?
- They **weren't** able to come because they **were** very busy.

For the simple past see also Units 12, 19, and 20.

a Study this example situation:

Yesterday Dave and Jim played tennis. They began at 10:00 and finished at 11:00.

What **were** they **doing** at 10:30?
They **were** **playing** tennis (at 10:30).

“They **were** **playing**” means that they were in the middle of playing tennis. They had started playing, but they hadn’t finished.

This is the *past continuous* tense:

I/he/she **was** } **playing**
we/they/you **were** } **playing**

We use the past continuous to say that someone was in the middle of doing something at a certain time. The action or situation had already started before this time but hadn’t finished:

- This time last year I **was living** in Brazil.
- What **were** you **doing** at 10:00 last night?

b The past continuous does not tell us whether an action was finished or not. Perhaps it was finished, perhaps not. Compare:

- Dan **was cooking** dinner. (*past continuous*) = He was in the middle of cooking dinner and we don’t know whether he finished cooking it.
- Dan **cooked** dinner. (*simple past*) = He began and finished it.

c We often use the past continuous (**I was doing**) and the simple past (**I did**) together to say that something happened in the middle of something else:

- Dan **burned** his hand while he **was cooking** dinner.
- I **saw** Jim in the park. He **was sitting** on the grass and **reading** a book.
- It **was raining** when I **got up**.
- While I **was working** in the garden, I **hurt** my back.

But to say that one thing happened *after* another, use the simple past.

- Last night Sue **was taking** a bath when the phone rang. She **got** out of the bathtub and **answered** the phone.

Compare:

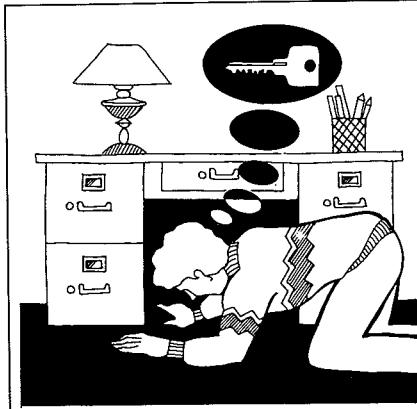
- When Helen arrived, we **were having** dinner. (*past continuous*) = We had already started dinner before Helen arrived.
- When Helen arrived, we **had** dinner. (*simple past*) = Helen arrived and then we had dinner.

Note: There are some verbs (for example, **know**) that are not normally used in continuous tenses. For a list of these verbs see Unit 3b.

UNIT 13

Present perfect (I have done) (1)

a Study this example situation:



Tom is looking for his key. He can't find it.

He has lost his key.

“He **has lost his key**” means that he lost it a short time ago and he still doesn't have it.

This is the *present perfect (simple)* tense:

| | | |
|--|---|-------------|
| I/we/they/you have (= I've, etc.) | } | lost |
| he/she has (= he's, etc.) | | |

| | | | |
|-------------------------|---|-------------|------------------------|
| I (etc.) haven't | } | lost | have you (etc.) |
| he/she hasn't | | has | he/she |

We form the present perfect with **have/has** + the *past participle*. The past participle often ends in **-ed** (**opened**, **decided**), but many important verbs are *irregular* (**lost**, **written**, **done**, etc.). See Appendix 2.

b When we use the present perfect, there is a connection with the present:

- **I've lost** my key. (= I don't have it *now*.)
- Jim **has gone** to Canada. (= He is in Canada or on his way there *now*.)

c We often use the present perfect to give new information or to announce a recent happening:

- **I've lost** my key. Can you help me look for it?
- Did you hear about Jim? He's **gone** to Canada.

You can use the present perfect with **just** (= a short time ago):

- “Would you like something to eat?” “No, thanks. I've **just had** lunch.”
- Hello, **have you just arrived?**

Use the present perfect with **already** to say something has happened sooner than expected:

- “Don't forget to mail the letter.” “I've **already mailed** it.”
- “When is Tom going to start his new job?” “He **has already started**.”

Note that you can also use the simple past (I did / I lost, etc.) in the above situations.

- I **lost** my key. Can you help me look for it?
- “Would you like something to eat?” “No thanks. I **just had** lunch.”
- “Don't forget to mail the letter.” “I **already mailed** it.”

d Study the difference between **gone to** and **been to**:

- Beth is on vacation. She **has gone** to Italy. (= She is there now or she is on her way there.)
- Tom is back from his vacation. He **has been** to Italy. (= He was there, but now he has come back.)

(See also Unit 114.)

For the present perfect see also Units 14–19.

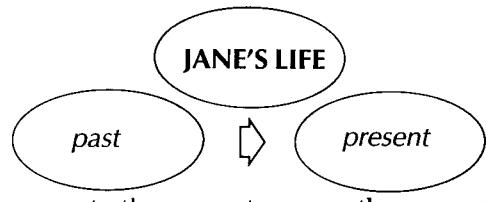
For the present perfect and simple past see Units 19–20.

UNIT 14

Present perfect (I have done) (2)

a Study this example conversation:

Dave: **Have** you **traveled** a lot, Jane?
Jane: Yes, I've **been** to 47 different countries.
Dave: Really? **Have** you ever **been** to China?
Jane: Yes, I've **visited** China twice.
Dave: What about India?
Jane: No, I've never **been** to India.



When we talk about a period of time that continues up to the present, we use the present perfect. Jane and Dave are talking about the places Jane has visited in her life (which is a period continuing up to the present).

Here are some more examples:

- "Have you **read** *Hamlet*?" "No, I **haven't** **read** any of Shakespeare's plays."
- How many times **have** you **been** to the United States?
- Susan really loves that movie. She's **seen** it eight times.
- Carlos **has** **lived** in Argentina all his life. (or Carlos **has** always **lived** in Argentina.)

We often use **ever** and **never** with the present perfect:

- Have you **ever** **eaten** caviar?
- We **have** **never** **had** a car.

We often use the present perfect after a *superlative* (see Unit 100d):

- What a boring movie! It's **the most boring** movie I've **ever** **seen**.

b You have to use the present perfect with **This is the first time . . .**, **It's the first time . . .**, etc. Study this example situation:

- Ron is driving a car. He is very nervous and unsure because it's his first time behind the wheel of a car. You can say:

This is the first time he has driven a car. (*not drives*)

or: He **has never driven** a car **before**.

Here are some more examples:

- Kathy has lost her passport again. **It's the second time she has lost** it.
- **Is this the first time you've been** in the hospital?

c Use the present perfect to say that you have never done something or that you haven't done something during a period of time that continues up to the present:

- I **have never smoked**.
- I **haven't smoked for three years**. (*not I don't smoke for . . .*)
- I **haven't smoked since September**. (*not I don't smoke since . . .*)
- Jill **hasn't written** to me **for nearly a month**.
- Jill **has never driven** a car.

For the difference between **for** and **since** see Unit 19b.

UNIT 15

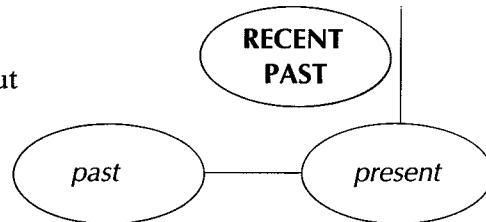
Present perfect (I have done) (3)

a Study this example:

Tom: **Have you heard** from George?

Ann: No, he **hasn't written** to me lately.

We use the present perfect when we talk about a period of time that continues up to the present. Tom and Ann are talking about the period between a short time ago and now. So they say “**have you heard**” and “**he hasn't written**.”



Here are some more examples:

- **Have you seen** my umbrella? I can't find it anywhere.
- Everything is going fine. We **haven't had** any problems **so far**.
- We've **met** a lot of interesting people **in the last few days**.
- Fred **has been** sick a lot **in the past few years**, hasn't he?
- I **haven't seen** Maria **recently**. Have you?

For sentences with **for** and **since** see Unit 18.

b We often use the present perfect with **yet** (see also Unit 103). **Yet** shows that the speaker is expecting something to happen. Use **yet** only in questions and negative sentences:

- Has it **stopped** raining **yet**?
- I **haven't told** them about the accident **yet**.

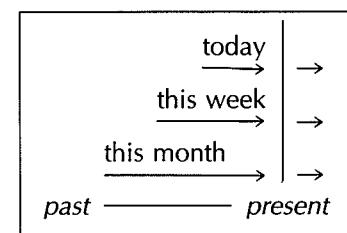
You can also use **yet** with the simple past:

- Did it **stop** raining **yet**?
- I **didn't tell** them **yet**.

(See also Unit 20.)

c We use the present perfect with **this morning** / **this evening** / **today** / **this week** / **this semester**, etc. (when these periods are not finished at the time of speaking):

- I've **had** five cups of coffee **today**. (Perhaps I'll have more before the day is over.)
- Has Ann **had** a vacation **this year**?
- I **haven't seen** Tom **this morning**. Have you?
- Liz **hasn't studied** very much **this semester**.
- Bill is calling his girlfriend again. That's the third time he's **called** her **this evening**.



d We also use the **present perfect continuous** (I have been doing) when we talk about a period of time continuing up to the present:

- I **haven't been feeling** very well **lately**.

For the present perfect continuous see Units 16–18.

For the present perfect and simple past see Units 19–20.

a Study this example situation:

Is it raining?
No, it isn't, but the ground is wet.

It has been raining.

This is the *present perfect continuous* tense:

I/we/they/you **have** (= I've, etc.) he/she/it **has** (= he's, etc.) **been doing**

We use the present perfect continuous when we talk about an action that began in the past and has recently stopped or just stopped. Here are some examples:

- You're out of breath. **Have you been running?**
- Why are your clothes so dirty? **What have you been doing?**
- I've **been talking** to Tom about your problem, and he thinks . . .

b We also use the present perfect continuous to ask or say how long something has been happening. This time the action or situation began in the past and is still happening or has just stopped. Study this example:

It is raining now. It began to rain two hours ago, and it is still raining.

It has been raining for two hours.

We often use the present perfect continuous in this way, especially with **how long, for, and since**.

Here are some more examples:

- **How long have you been studying English?**
- **They've been waiting here for over an hour.**
- **I've been watching television since 2:00.**
- **George hasn't been feeling very well lately.**
- **Have you been working hard today?**

You can also use the present perfect continuous (with **how long, for, and since**) for actions repeated over a period of time:

- **She has been playing tennis since she was eight.**
- **How long have you been smoking?**

For more information about the present perfect + **since/for**, see Units 18–19. For the difference between the present perfect simple and present perfect continuous, see Units 17–18.

a Study these example situations:

Ann's clothes are covered in paint.
She **has been painting** the ceiling.

Has been painting is the *present perfect continuous* tense.

We are interested in the action. It does not matter whether something has been finished or not. In the example, the action has not been finished.



The ceiling was white. Now it's blue.
She **has painted** the ceiling.

Has painted is the *present perfect simple* tense.

This time, the important thing is that something has been finished. We are interested in the result of the action, not in the action itself.

Here are some pairs of examples:

Tom's hands are very dirty. He **has been fixing** the car.

You've **been smoking** too much lately. You should smoke less.

The car is working again now. Tom **has fixed** it.

Somebody **has smoked** all my cigarettes. The packet is empty.

b

We use the *continuous* form to say how long something has been happening:

Ann **has been writing** letters **all day**.

How long have you been reading that book?

Jim **has been playing** tennis **since 2:00**.

We use the *simple* form to say how much we have done, how many things we have done, or how many times we have done something:

Ann **has written** ten letters today.

How many pages of that book **have you read**?

Jim **has played** tennis three times this week.

See Unit 18 for more information about the present perfect and **how long**?

c

Some verbs are not used in the continuous form, for example **know**. You have to say **have known** (*not* have been knowing). For a list of these verbs see Unit 3b.

UNIT 18

Present perfect (I have done / I have been doing) with how long, for, since

a Study this example situation:



Bob and Alice are married. They got married exactly 20 years ago, so today is their 20th wedding anniversary.

They have been married for 20 years.

We use the present perfect to say how long something has existed or how long something has been happening.

They are married. { **How long have they been married?**
They have been married for 20 years.

b We use the present perfect continuous (I have been doing) to say how long something has been happening. Note that the action is still happening now.

- I've been studying English for a long time.
- Sorry I'm late. Have you been waiting long?
- It's been raining since I got up this morning.

Sometimes the action is a repeated action (see also Unit 16b):

- Liz has been driving for ten years.
- How long have you been smoking?

The continuous (I have been doing) or the simple (I have done) can be used for actions repeated over a long period:

- I've been collecting / I've collected stamps since I was a child.

c We use the simple (I have done) for situations that exist for a long time (especially if we say **always**). Note that the situation still exists now.

- My father has always worked hard. (*not has always been working*)

We use the continuous for situations over a shorter time. Compare:

- John has been living in Caracas since January.
- John has always lived in Caracas.

d Some verbs (for example **be**, **have**, **know**) are not normally used in the continuous (see Unit 3b for a list and Unit 23 for **have**):

- How long have Bob and Alice been married?
- Sue has had a cold for the past week. (*not has been having*)
- Bill and I have known each other since high school.

e Do not use the simple present (I do) or present continuous (I am doing) to say how long something has been happening:

- I've been waiting here for an hour. (*not I am waiting*)
- How long have you known Jane? (*not do you know*)

**UNIT
19**

Present perfect with **how long**; simple past with **when**; **since** and **for**

a Use the *simple past* (**I did**) to ask or say *when* something happened:

- A: **When did it start raining?**
- B: **It started raining at one o'clock / an hour ago.**
- A: **When did Joe and Carol first meet?**
- B: **They first met when they were in college / a long time ago.**

Use the *present perfect* (**I have done / I have been doing**) to ask or say *how long* something has been happening (up to the present):

- A: **How long has it been raining?**
- B: **It's been raining since one o'clock / for an hour.**
- A: **How long have Joe and Carol known each other?**
- B: **They've known each other since they were in college / for a long time.**

b **Since and for**

We use both **since** and **for** to say how long something has been happening:

- I've been waiting for you **since 8 o'clock.**
- I've been waiting for you **for two hours.**

We use **since** when we say the beginning of the period (**8 o'clock**).

We use **for** when we say the period of time (**two hours**).

| since | for |
|-----------|-------------|
| 8 o'clock | 1977 |
| Monday | Christmas |
| May 12 | lunchtime |
| April | we arrived |
| | two hours |
| | ten minutes |
| | three days |
| | six months |
| | a week |
| | five years |
| | a long time |
| | ages |

- She's been working here **since April.** (= from April until now)
She's been working here **for six months.** (*not* since six months)
- I haven't seen Tom **since Monday.** (= from Monday until now)
I haven't seen Tom **for three days.** (*not* since three days)

We do not use **for** in expressions with **all** (**all day / all morning / all week / all my life**, etc.):

- I've lived here **all my life.** (*not* for all my life)

c Note the structure **How long has it been since . . . ?**:

- A: **How long has it been since you had a vacation?**
- B: **It's been** (= it has been) **two years since** I had a vacation. (= I haven't had a vacation for two years.)
- **It's been ages** since Aunt Helen visited us. (= She hasn't visited us for ages.)

Present perfect (I have done) or simple past (I did)?

a It is often possible to use the present perfect (**I have done**) or the simple past (**I did**):

■ I've **lost** my key. **Have you seen** it anywhere?

or: I **lost** my key. **Did you see** it anywhere?

But do *not* use the present perfect to say *when* something happened (for example, **yesterday**, **two years ago**, **when I was a child**, etc.). Use a *past* tense in these sentences:

■ I **lost** my key **yesterday**. (*not* have lost)

■ **Did you see** the movie on TV **last night**? (*not* have you seen)

■ I **ate** a lot of candy **when I was a child**. (*not* have eaten)

Use a past tense to ask **when** or **what time** something happened:

■ **What time did** they **arrive**? (*not* have they arrived)

■ **When were** you **born**? (*not* have been born)

b Do *not* use the present perfect (**I have done**) for happenings and actions that are not connected with the present (for example, historical events):

■ The Chinese **invented** printing. (*not* have invented)

■ How many symphonies did Beethoven **compose**? (*not* has . . . composed)

c Now compare these sentences:

Present perfect (I have done)

I've **smoked** 20 cigarettes **today**.

Today is a period of time that continues up to the present. It is not a finished time. So we use the present perfect.



Dan **hasn't been** sick **this year**.

Have you **seen** Ann **this morning**?

(It is still morning.)

Have you **seen** Ann **recently**?

We've **been waiting** for an hour. (We are still waiting.)

Pierre **has lived** in Quebec for six years. (He still lives there.)

I **have never played** golf (in my life).

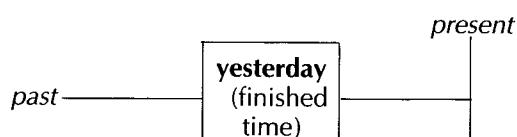
The present perfect always has a connection with the present.

See Units 13–19.

Simple past (I did)

I **smoked** 20 cigarettes **yesterday**.

Yesterday is a finished time in the past. So we use the simple past.



Dan **wasn't** sick **last year**.

Did you **see** Ann **this morning**?

(It is now afternoon.)

Did you **see** Ann **last week**?

We **waited** (or **were waiting**) for an hour. (We are no longer waiting.)

Pierre **lived** in Quebec for ten years. (He no longer lives there.)

I **didn't play** golf **when I was on vacation last summer**.

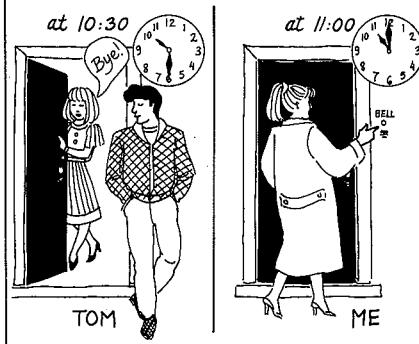
The simple past tells us only about the past.

See Units 11–12.

UNIT 21

Past perfect (I had done)

a Study this example situation:



I went to a party last week. Tom went to the party too. Tom went home at 10:30. So, when I arrived at 11:00, Tom wasn't there.

When I arrived at the party, Tom wasn't there. He **had gone** home.

This is the *past perfect (simple)* tense:

I/he/she (etc.) **had** (= I'd / he'd / she'd, etc.) **gone**

I/he/she (etc.) **hadn't gone**

had you/he/she (etc.) **gone**?

We form the past perfect with **had** + the *past participle* (**gone/opened/written**, etc.). For irregular past participles see Appendix 2.

Sometimes we talk about something that happened in the past:

■ **I arrived** at the party.

We use the past perfect to say that something had already happened before this time:

■ **When I arrived** at the party, Tom **had** already **gone** home.

Here are some more examples:

- When I got home, I found that someone **had broken** into my apartment and **had stolen** my fur coat.
- George didn't want to come to the movies with us because he **had** already **seen** the film twice.
- It was my first time in an airplane. I was very nervous because I **had never flown** before.

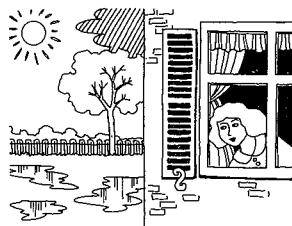
b The past perfect (**I had done**) is the past of the present perfect (**I have done**). Compare these situations:

| Present | Past |
|--|--|
| I'm not hungry. I've just had lunch. The house is dirty. We haven't cleaned it for weeks. | I wasn't hungry. I'd just had lunch. The house was dirty. We hadn't cleaned it for weeks. |

c Compare the past perfect (**I had done**) and the simple past (**I did**):

- "Was Tom there when you arrived?" "No, he **had** already **gone** home."
- but: "Was Tom there when you arrived?" "Yes, but he **went** home soon afterward."
- Ann **wasn't** home when I **called** her. She **was** at work.
- but: Ann **had** just **gotten** home when I **called** her. She **had been** at work.

For the past perfect continuous see Unit 22.

a Study this example situation:

Yesterday morning I got up and looked out the window. The sun was shining, but the ground was very wet.

It had been raining.

It wasn't raining when I looked out the window; the sun was shining. But it **had been raining**. That's why the ground was wet.

Had been raining is the *past perfect continuous* tense:

I/he/she (etc.) **had** (= I'd/he'd/she'd, etc.) **been doing**

Here are some more examples:

- When the boys came into the house, their clothes were dirty, their hair was a mess, and one had a black eye. They **had been fighting**.
- I was very tired when I arrived home. I **'d been working** hard all day.

b You can use the past perfect continuous to say how long something had been happening before something else happened:

- The soccer game had to be stopped. They **had been playing** for half an hour when there was a terrible storm.
- Ken **had been smoking** for 30 years when he finally gave it up.

c The past perfect continuous (**I had been doing**) is the past of the present perfect continuous (**I have been doing**). Compare:

| | |
|---|--|
| <i>Present</i> | <i>Past</i> |
| How long have you been waiting? (until now) | How long had you been waiting when the bus finally came? |
| He's out of breath. He has been running. | He was out of breath. He had been running. |

d Compare the past perfect continuous (**I had been doing**) with the past continuous (**I was doing**):

- When I looked out the window, it **had been raining**. (= It wasn't raining when I looked out; it had stopped.)
- When I looked out the window, it **was raining**. (= Rain was falling at the time I looked out.)

e Some verbs (for example, **know**) cannot be used in the continuous form. See Unit 3b for a list of these verbs.

For the past perfect simple see Unit 21.

UNIT **23**

Have and have got

a **Have / has / had** = *possess*, but we also use **have** for other things (for example, family relationships):

- We **have** a new car.
- I **have** a brother and two sisters.
- Tom **has** a headache / a cold / the flu / etc.
- When she was a child, she **had** long blonde hair.

In questions use **do / does / did**:

- How many brothers and sisters **do** you **have**?
- **Does** Ann **have** a car?
- **Did** you **have** a car when you lived in California? (*not* had you a car)

In negative sentences use **don't / doesn't / didn't**:

- I **don't have** any money.
- Ann **doesn't have** any brothers or sisters.
- I wanted to call you, but I **didn't have** your number. (*not* I hadn't your number)
- He **didn't have** a watch, so he didn't know what time it was.

b **Have got / has got**

You can use **have got / has got** rather than **have / has** alone:

- We've **got** a new car. (= We **have** a new car.)
- Tom **has got** a headache. (= Tom **has** a headache.)

The question and negative forms are:

- **Have** you **got** a headache? (= do you **have**)
- **Has** she **got** any brothers or sisters? (= does she **have**)
- I **haven't got** any money. (= I **don't have**)
- Ann **hasn't got** a car. (= Ann **doesn't have**)

But don't use **got** for the *past*:

- When she was a child, she **had** long blonde hair. (*not* she **had got**)

c **Have for actions**

We also use **have** for a number of actions (especially eating and drinking):

have breakfast / lunch / dinner / a meal / a cup of coffee / a cigarette / etc.

have a good time / a nice day / etc. **have a party** (= give a party)

have a look (at something) **have a baby** (= give birth to a baby)

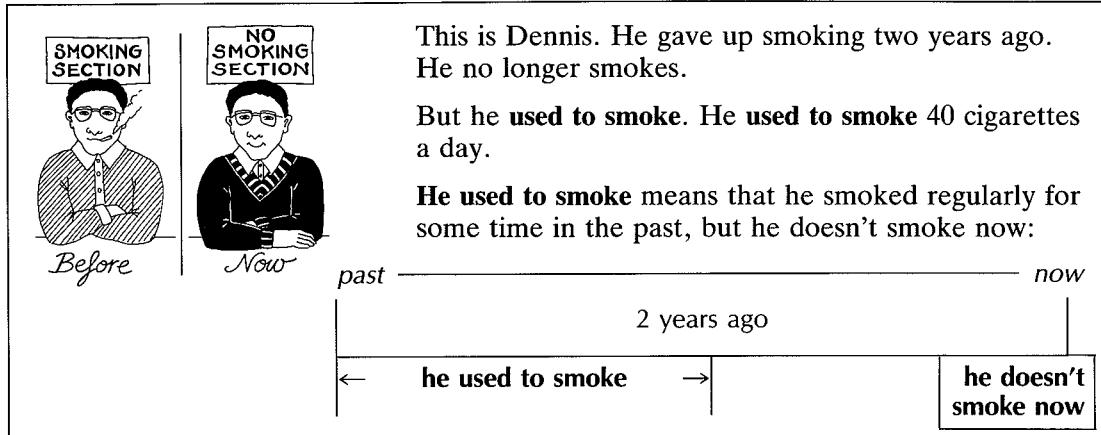
(You *cannot* use **have got** in these expressions.)

- I always **have** a big breakfast in the morning. (*not* have **got**)
- Did you **have** a good time last night?
- We're **having** a party on Saturday. Would you like to come?
- What time **does** Ann usually **have** lunch?

UNIT 24

Used to (I used to do)

a Study this example situation:



We use **used to** with the *base form* (**used to do** / **used to smoke**, etc.) to say that something happened regularly in the past but no longer happens:

- I **used to play** tennis a lot, but now I'm too lazy.
- "Do you go to the movies very often?" "Not now, but I **used to**."
- Sue **used to travel** a lot. These days she doesn't go away very often.

We also use **used to** for past situations (that no longer exist):

- We **used to live** in a small village, but now we live in Milan.
- This building is now a furniture store. It **used to be** a movie theater.
- Do you see that hill over there? There **used to be** a castle on that hill.
- I've started drinking tea lately. I never **used to like** it before.
- Ann **used to have** long hair, but she cut it some time ago.

b **Used to** + base form is always past. There is no present. You cannot say "I use to do." For the present, use the simple present (**I do**). Compare the present and past:

| | | | |
|----------------|-------------------------|------------------------|-------------------------|
| <i>past</i> | he used to smoke | we used to live | there used to be |
| <i>present</i> | he smokes | we live | there is |

c The normal question form is **did . . . use to . . . ?**:

- Did you **use to eat** a lot of candy when you were a child?

The negative form is **didn't use to . . .** (*or never used to*)

- Jim **didn't use to go** out very often until he met Jill. (*or never used to go out*)

d Be careful not to confuse **I used to do** and **I am used to doing** (see Unit 59). The structures and meanings are different:

- I **used to live** alone. (= I lived alone but I no longer live alone.)
- I **am used to living** alone. (= I live alone and don't find it strange or new because I've been living alone for some time.)

a We use **can** (do) to say that something is possible or that someone has the ability to do something. The negative is **can't** (cannot).

- You **can** see the ocean from our bedroom window.
- **Can** you speak any foreign languages?
- I'm afraid I **can't** come to your party next Friday.

Be able to is possible instead of **can**, but **can** is more usual:

- **Are you able to speak** any foreign languages?

But **can** has only two forms: **can** (*present*) and **could** (*past*). So sometimes you have to use **be able to**:

- I **haven't been able to sleep** recently. (**can** has no present perfect)
- Sue **might not be able to come** tomorrow. (**can** has no infinitive)
- I'm very busy today, but I **should be able to meet** with you tomorrow.

b **Could** and **was able to**

Sometimes **could** is the past of **can**. We use **could** especially with these verbs:

see hear smell taste feel remember understand

- When we went into the house, we **could smell** something burning.
- She spoke in a low voice, but I **could understand** what she was saying.

We also use **could** to say that someone had the general ability to do something:

- My grandfather **could speak** five languages.
- When Joe was 16, he **could run** 100 meters in 11 seconds.

But if you mean that someone *managed* to do something *in one particular situation*, you have to use **was/were able to** (not **could**):

- The fire spread through the building very quickly, but everyone **was able** (= *managed*) **to escape**. (*not could escape*)
- They didn't want to come with us at first, but finally we **were able** (= *managed*) **to persuade** them. (*not could persuade*)

Compare **could** and **was able to** in this example:

- Jack was an excellent tennis player. He **could** beat anybody. (= He had the ability to beat anybody.)
- But once he had a difficult game against Bob. Bob played very well, but in the end Jack **was able to** beat him. (= He managed to beat him *in this particular game*.)

The negative **couldn't** is possible in all situations:

- My grandfather **couldn't swim**.
- We tried hard but we **couldn't persuade** them to come with us.

For **can** see also Unit 30. For **could** see also Units 26 and 30.

UNIT **26**

Could (do) and could have (done)

a Study this example:



Dan: What do you want to do this evening?
Sue: We **could** go to the movies.

We use **could (do)** in a number of ways. Sometimes it is the past of **can (do)** (see Unit 25), but sometimes it has a *present* or *future* meaning. For example, we sometimes use **could** to talk about possible future actions, especially when we make suggestions:

“When you go to New York, you **could stay** with Linda.”

Can is also possible in these sentences. (“We **can** go to the movies.”)
Could is more unsure than **can**.

We also use **could** to talk about possible future happenings:

- There **could be** another rise in the price of gas soon. (= It is possible that there will be.)

Sometimes **could** means **would be able to**:

- Why doesn't Tom apply for the job? He **could get** it.
- I don't know how she works 14 hours a day. I **couldn't do** it.

b The past of **could (do)** is **could have (done)**. We use **could have (done)** to say that we had the ability or the opportunity to do something but did *not* do it:

- We didn't go out last night. We **could have gone** to the movies, but we decided to stay home. (We had the opportunity to go out, but we didn't.)
- Why did you stay at a hotel in New York? You **could have stayed** with Linda. (You had the opportunity to stay with her but you didn't.)
- Why didn't Tom apply for the job? He **could have gotten** it. (He had the ability to get it.)

We also use **could have (done)** to say something was a possibility but *didn't* happen:

- He was lucky when he fell off the ladder. He **could have hurt** himself.

c Here are some examples of **couldn't have (done)**. “I **couldn't have done** something” = I wouldn't have been able to do it if I had wanted or tried to do it:

- When I went to New York last year, I decided not to stay with Linda. Later I found out that she was away while I was there, so I **couldn't have stayed** with her anyway.
- The hockey game was canceled last week. Tom **couldn't have played** anyway because he was sick.

For **could/couldn't** see also Units 25, 27b, 28c, 30.

For **could** in **if** sentences see Units 34–35 and 36c.

UNIT **27**

Must (have) and can't (have)

a Study this example situation:

Liz is a very good tennis player, and not many players beat her. But yesterday she played against Bill and Bill won. So:

Bill **must be** a very good player (otherwise he wouldn't have won).

We use **must** to say we are sure that something is true:

- You've been traveling all day. You **must be** tired. (= I am sure that you are tired.)
- I hear that your exams are next week. You **must be studying** very hard right now. (= I am sure that you are studying.)
- Carol knows a lot about films. She **must like** to go to the movies. (= I am sure she likes to go to the movies.)

We use **can't** to say that we think something is impossible:

- You've just had dinner. You **can't be** hungry already. (= It is impossible that you are hungry.)
- Tom said that he would be here ten minutes ago, and he is never late. He **can't be coming**.

Study the structure:

| | | |
|-----------------|-------------------|--|
| I/you/he (etc.) | { must can't } | be tired/hungry, etc. be studying/waiting/coming, etc. know/like, etc. |
|-----------------|-------------------|--|

b For the past we use **must have (done)** and **can't have (done)**. Study this example:

We went to Roy's house last night and rang the doorbell. There was no answer. **He must have gone** out (otherwise he would have answered).

- The phone rang, but I didn't hear it. I **must have been** asleep.
- I made a lot of noise when I came home. You **must have heard** me.
- She passed me on the street without speaking. She **can't have seen** me.
- Tom walked into the wall. He **can't have been looking** where he was going.

Study the structure:

| | | | |
|-----------------|-------------------|------|---|
| I/you/he (etc.) | { must can't } | have | { been asleep/tired, etc. been looking/waiting, etc. gone/done/seen/heard, etc. |
|-----------------|-------------------|------|---|

“**Couldn't have (done)**” is possible instead of “**can't have (done)**”:

- She **couldn't have seen** me.
- He **couldn't have been looking** where he was going.

For other meanings of **must** and **can't** see Units 25 and 31.

UNIT
28

May (have) and might (have)

a Study this example situation:

You are looking for Jack. Nobody knows for sure where he is, but you get some suggestions:

He **may be** in his office. (= perhaps he is in his office)
He **might be having** lunch. (= perhaps he is having lunch)
Ask Ann. She **might know**. (= perhaps Ann knows)

We use **may** or **might** to say that something is possible. You can say:

■ He **may be** in his office. *or* He **might be** in his office.

The negative is **may not** and **might not**:

■ Jack **might not be** in his office. (= perhaps he isn't in his office)
■ I'm not sure whether I can lend you any money. I **may not have** enough.
(= perhaps I don't have enough)

Study the structure:

| | | | |
|-----------------|--|-------|--|
| I/you/he (etc.) | $\left\{ \begin{array}{l} \text{may} \\ \text{might} \end{array} \right\}$ | (not) | $\left\{ \begin{array}{l} \text{be in his office} \\ \text{be having/waiting, etc.} \\ \text{know/have/do, etc.} \end{array} \right\}$ |
|-----------------|--|-------|--|

b To say what was possible in the past, we use **may have (done)** and **might have (done)**:

- A: I wonder why Ann didn't answer the doorbell.
B: Well, I suppose she **may have been** asleep. (= perhaps she **was** asleep)
- A: Why didn't he say hello when he passed us on the street?
B: He **might have been** daydreaming. (= perhaps he **was** daydreaming)
- A: I can't find my bag anywhere.
B: You **might have left** it in the store. (= perhaps you **left** it)
- A: I wonder why Jill didn't come to the meeting.
B: She **might not have known** about it. (= perhaps she **didn't know**)

Study the structure:

| | | | | |
|-----------------|--|-------|-------------|--|
| I/you/he (etc.) | $\left\{ \begin{array}{l} \text{may} \\ \text{might} \end{array} \right\}$ | (not) | have | $\left\{ \begin{array}{l} \text{been asleep} \\ \text{been daydreaming/waiting, etc.} \\ \text{known/left/had, etc.} \end{array} \right\}$ |
|-----------------|--|-------|-------------|--|

c You can use **could** instead of **may** or **might**. But with **could** the possibility is smaller:

- "Where's Jack?" "I'm not sure. He **could be** in his office, I suppose, but he's not usually there at this time."

For **may** and **might** see also Units 29 and 30.

UNIT **29**

May and might (future)

a We use **may** or **might** to talk about possible happenings or possible actions in the future. Study these examples:

- I'm not sure where to go on my vacation, but I **may go** to Puerto Rico.
(= perhaps I will go)
- The weather forecast is not very good. It **might rain** this afternoon.
(= perhaps it will rain)
- I can't help you. Why don't you ask Tom? He **might be** able to help you.
(= perhaps he will be able to help)

The negative form is **may not** or **might not**:

- Ann **may not come** to the party tonight. She isn't feeling well.
(= perhaps she won't come)
- There **might not be** a meeting on Friday because the director is sick.
(= perhaps there won't be a meeting)

It doesn't matter whether you use **may** or **might**. You can say:

- I **may go** to Italy. *or* I **might go** to Italy.

b There is also a continuous form: **may/might be doing**. Compare this with **will be doing** (see Unit 10a,b):

- Don't call at 8:30. I'll **be watching** the football game on TV.
- Don't call at 8:30. I **may** (or **might**) **be watching** the football game on TV.
(= perhaps I'll be in the middle of watching it)

You can also use the continuous (**may/might be doing**) when you are talking about possible plans. Compare:

- I'm **going** to Puerto Rico in July. (for sure)
- I **may** (or **might**) **be going** to Puerto Rico in July. (it's possible)

But you can also say: **I may/might go** to Puerto Rico in July.

c May as well, might as well

Study this example:

A: What do you want to do this evening?
B: I don't know. Any ideas?
A: Well, there's a movie on television. It sounds interesting.
B: **We might as well watch it.** There's nothing else to do.

We use **may/might as well** to say that we should do something, but only because there is no reason not to do it and because there is nothing better to do. **We might as well watch it** means, "Why not watch it? There's nothing better to do."

- You'll have to wait an hour for the next bus, so **you might as well walk**.
- **We may as well go** to the party. We have nothing else to do.
- "Should we have dinner now?" "We **might as well**."

For **may** and **might** see also Units 28 and 34c. For **may** only, see Unit 30.

UNIT 30

Can, could, may, and would: requests, permission, offers, and invitations

a Asking people to do things (requests)



We often use **can** or **could** when we ask someone to do something:

Can you wait a moment, please?

Ann, **can you** do me a favor?

Excuse me. **Could you** tell me how to get to the bus station?

Do you think you could lend me some money?

I wonder if you could help me.

We also use **would** to ask someone to do something:

Ann, **would you** do me a favor?

Would you wait here, please?

b To ask for something you can say **Can I have . . . ?** / **Could I have . . . ?** / **May I have . . . ?**:

- (in a gift shop) **Can I have** these postcards, please?
- (at the dinner table) **Could I have** the salt, please?

c Asking for and giving permission

We often use **can**, **could**, or **may** to ask permission to do something:

- (on the telephone) Hello, **can I speak to Tom, please?**
- **“Could I use your telephone?”** “Yes, of course.”
- **“Do you think I could borrow your bicycle?”** “Yes, help yourself.”
- **“May I come in?”** “Yes, please do.”

To give permission, we use **can** or **may** (but *not could*):

- You **can** (or **may**) smoke if you like.

d We sometimes use **can** or **may** when we *offer* to do things. (**May** is more formal.):

- **“Can I get you a cup of coffee?”** “That’s very nice of you.”
- (in a store) **“May I help you, ma’am?”** “No thank you. I’m being helped.”

e For *offering* and *inviting* we use **Would you like . . . ?** (*not do you like*):

- **Would you like** a cup of coffee? (*not do you like*)
- **Would you like to go** to the movies with us tomorrow evening? (*not do you like to come*)

I’d like (= **I would like**) is a polite way of saying what you want or what you want to do:

- **I’d like** some information about hotels, please.
- **I’d like to try** on this jacket, please.

UNIT **31**

Have to and must

a We use **have to (do)** and **must (do)** to say that it is necessary to do something:

- Oh, it's later than I thought. I $\left\{ \begin{array}{l} \text{have to} \\ \text{must} \end{array} \right\}$ go now.
- You $\left\{ \begin{array}{l} \text{have to} \\ \text{must} \end{array} \right\}$ have a passport to visit most foreign countries.

There is sometimes a difference between **must** and **have to**. With **must** the speaker is expressing personal feelings, saying what *he* or *she* thinks is necessary:

- I **must** write to Ann. I haven't written to her for ages. (= The speaker personally feels that he or she must write to Ann.)
- The government really **must** do something about unemployment. (= The speaker personally feels that the government must do something.)

With **have to** the speaker is not expressing feelings. The speaker is just giving facts. For example:

- Karen's eyes are not very good. She **has to** wear glasses for reading.
- I can't meet you on Friday. I **have to** work.

b You use **must** to talk only about the *present* and *future*:

- We **must** go now.
- **Must** you leave tomorrow?

Have to can be used in all forms. For example:

- I **had to** go to the hospital. (*past*)
- I might **have to** go to the hospital. (*base form*)
- Have you ever **had to** go to the hospital? (*present perfect*)

Note that we use **do/does/did** with **have to** in questions and negative sentences:

- What **do I have to** do to get a driver's license? (*not* "have I to do")
- Why **did you have to** go to the hospital? (*not* "had you to go")
- Tom **doesn't have to** work on Saturdays. (*not* "hasn't to work")

c **Mustn't** and **don't have to** are completely different. "You **mustn't** do something" means "it is necessary that you do *not* do it":

- You **mustn't** tell anyone what I said. (= Don't tell anyone.)
- I promised I'd be on time. I **mustn't** be late. (= I must be on time.)

"You **don't have to** do something" means "it is not necessary to do it; you don't need to do it":

- I **don't have to** wear a suit to work, but I usually do.
- She stayed in bed this morning because she **didn't have to** go to work.

d You can use "**have got to**" instead of "**have to**." So you can say:

- I've **got to** work tomorrow. *or* I **have to** work tomorrow.

UNIT
32

Should

a Study this example:

Tom has just come back from the movies:

Ann: Hello, Tom. Did you enjoy the movie?

Tom: Yes, it was great. You **should go** and see it.

Tom is advising Ann to go and see the movie. “**You should go**” means that it would be a good thing to do. We often use **should** (**do**) when we say what we think is a good thing to do or the right thing to do.

- The government **should do** something about the economy.
- “**Should** we invite Sue to the party?” “Yes, I think we **should**.”

“**You shouldn’t do something**” means that it is not a good thing to do:

- You’ve been coughing a lot lately. You **shouldn’t smoke** so much.
- Tom really **shouldn’t go** out. He has too much homework to do.

Should is not as strong as **must**:

- You **should** stop smoking. (= It would be a good idea.)
- You **must** stop smoking. (= It is necessary that you stop.)

b We often use **should** when we ask for or give an opinion about something. Often we use **I think / I don’t think / do you think?**:

- I think the government **should do** something about the economy.
- I don’t think you **should work** so hard.
- “**Do you think I should apply** for this job?” “Yes, I think you **should**.”

c We also use **should** to say something is not “right” or not what we expect:

- The price on this package is wrong. It says 65¢ but it **should be** 50¢.
- Those children **shouldn’t be playing**. They **should be** at school.

d For the past, we use **should have (done)** to say that someone did the wrong thing:

- The party was great. You **should have come**. Why didn’t you?
- I feel sick. I **shouldn’t have eaten** so much chocolate.
- She **shouldn’t have been listening** to our conversation. It was private.

e We also use **should** to say that something will probably happen:

- A: Do you think you’ll be home late tonight?
B: I don’t think so. I **should be** home at the usual time.

Here, “**I should be home**” means “I will probably be home.” You can use **should** to say what will probably happen.

f You can use **ought to** instead of **should** in the sentences in this unit:

- It’s really a good movie. You **ought to go** and see it.
- She’s been studying very hard, so she **ought to** pass the exam.

UNIT **33**

Subjunctive (I suggest you do)

a Study this example:



Mary said to Pete, "Why don't you buy some new clothes?"

Mary suggested (that) Pete **buy** some new clothes.

The subjunctive is always the same as the base form (**I buy**, **he buy**, **she buy**, etc.).

I/he/she/it }
we/you/they } **do/buy/be, etc.**

b You can use the subjunctive after these verbs:

suggest **propose** **recommend** **insist** **demand**

- I **suggest** (that) you **take** a vacation.
- They **insisted** (that) we **have** dinner with them.
- I **insisted** (that) **he** **have** dinner with me.
- He **demanded** (that) **she** **apologize** to him.
- The doctor **recommended** (that) **I** **rest** for a few days

You can use the subjunctive for the present, past, or future.

- I insist (that) you come with us.
- They insisted (that) I go with them.

Note the subjunctive **be** (usually passive):

- I insisted (that) something **be done** about the problem.
- The chairperson proposed (that) the plans **be changed**.

C Other structures are possible after **insist** and **suggest**

- They insisted on my having dinner with them. (see Unit 57a)
- It was a beautiful evening, so I suggested going for a walk. (see Unit 51)

You cannot use the *infinitive* after **suggest**:

- She suggested that he buy some new clothes. (*not suggested him to buy*)
- What do you suggest I do? (*not suggest me to do*)

d **Should** is sometimes used instead of the subjunctive.

- She suggested that he **should buy** some new clothes.
- The doctor recommended that I **should rest** for a few days.

UNIT **34**

If sentences (present/future)

a Compare these examples:

Tom: I think I left my lighter at your house. Have you seen it?
Ann: No, but I'll look. **If I find** it, I'll give it to you.

In this example there is a real possibility that Ann will find the lighter. So she says: "If I **find** ... I'll ..." (see also Unit 9c).

Ann: **If I found** a \$100 bill on the street, I would keep it.

This is a different type of situation. Ann is not thinking about a real possibility; she is imagining the situation. So she says: "If I **found** ... I **would** ..." (not "If I **find** ... I'll ...").

When you imagine a future happening like this, you use a *past tense* form (**did/came/found**, etc.) after **if**. But the meaning is *not* past:

- What would you do **if you won** a million dollars?
- If we **didn't go** to their party next week, they would be very angry.
- Ann **wouldn't lend** me any money **if I asked** her.

b We do not normally use **would** in the **if** part of the sentence:

- I'd be very frightened **if someone pointed** a gun at me. (not if someone **would point**)
- If we **didn't go** to their party next week, they would be angry. (not if we **wouldn't go**)

Sometimes it is possible to say **if ... would**, especially when you ask someone to do something in a formal way:

- I would be very grateful **if you would** send me your brochure and price list as soon as possible. (*from a formal letter*)

c In the other part of the sentence (not the **if** part) we use **would/wouldn't**. **Would** is often shortened to '**d**', especially in spoken English:

- If you stopped smoking, you'd probably **feel** healthier.
- They **wouldn't come** to the party **if you invited them**.

You can also use **could** and **might**:

- They **might be** angry **if I didn't visit them**. (= perhaps they would be)
- If it stopped raining, we **could go** out. (= we would be able to go out)

d Do not use **when** in sentences like the ones in this unit:

- Tom would be angry **if I didn't visit him**. (not **when I didn't visit**)
- What would you do **if you were bitten by a snake**? (not **when you were**)

See also Unit 9c.

For **if** sentences see also Units 35 and 36.

UNIT 35

If and wish sentences (present)

a Study this example situation:

Tom wants to call Sue, but he can't because he doesn't know her telephone number. He says:

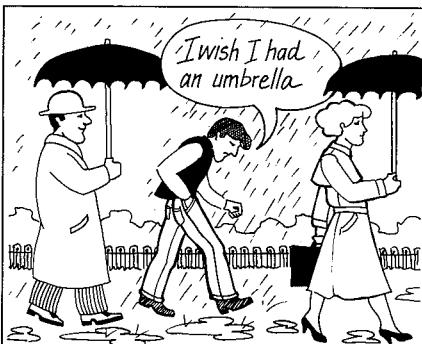
If I knew her number, I would call her.

Tom says "**If I knew her number . . .**" This tells us that he doesn't know her number. He is imagining the situation. The real situation is that he doesn't know her number.

When you imagine a situation like this, you use a *past tense* form ("I **did** / I **had** / I **knew**," etc.) after **if**. But the meaning is present, not past:

- Tom would travel **if he had** more money. (but he doesn't have much money)
- **If I didn't want** to go, I wouldn't. (but I want to go)
- We wouldn't have any money **if we didn't work**. (but we work)

b We also use the past for a present situation after **wish**. We use **wish** to say that we regret something, that something is not as we would like it to be:



I wish I knew Sue's telephone number. (I don't know it.)
Do you ever wish you **could** fly? (You can't fly.)
I wish it didn't rain so much in this city. (It rains a lot.)
It's crowded here. **I wish there weren't** so many people. (There are a lot of people.)
I wish I didn't have to work. (I have to work.)

c In **if** sentences and after **wish** we use **were** instead of **was**:

- **If I were** you, I wouldn't buy that coat. (but I am not you)
- I'd go out **if it weren't** raining. (but it is raining)
- I wish my room **were** larger. (but it isn't very large)

d Do not use **would** in the **if** part of the sentence or after **wish**:

- **If I were** rich, I would buy a castle. (*not* if I would be rich)
- I wish I **were** taller. (*not* I wish I would be taller.)

But sometimes **I wish . . . would . . .** is possible. See Unit 37.

Could sometimes means "would be able to" and sometimes "was able to":

- She **could** (= would be able to) get a job more easily **if she could** (= was able to) type.

For **if** sentences and **wish** see also Units 34, 36, and 37.

UNIT
36

If and wish sentences (past)

a Study this example situation:

Last month Ann was sick. Tom didn't know this, and he didn't go to see her. They met again after Ann got better. Tom said:

If I had known that you were sick, I **would have gone** to see you.

The real situation was that Tom didn't know Ann was sick. So he says **If I had known** ... When you are talking about the past, you use the *past perfect* (**I had done** / **I had been** / **I had known**, etc.) after **if**.

- **If I had seen** you when you passed me in the street, I **would have said** hello. (but I didn't see you)
- I **would have gone out if I hadn't been** so tired. (but I was too tired)
- **If he had been looking** where he was going, he **wouldn't have walked** into the wall. (but he wasn't looking)

Do not use **would (have)** in the **if** part of the sentence:

- **If I had seen you**, I **would have said** hello. (*not* if I **would have seen**)

Both **would** and **had** can be shortened to '**d**:

- **If I'd seen** (= **had seen**) you, **I'd have said** (= **would have said**) hello.

b Use the *past perfect* (**I had done**) after **wish** when you say that you regret something that happened or didn't happen in the past:

- **I wish I had known** that Ann was sick. I **would have gone** to see her. (I didn't know that she was sick.)
- I feel sick. **I wish I hadn't eaten** so much. (I ate too much.)
- **Do you wish you had studied** science instead of languages? (You didn't study science.)
- The weather was terrible. **I wish it had been** warmer. (It wasn't warm.)

You cannot use **would have** after **wish**:

- **I wish it had been** warmer. (*not* **would have been**)

c **Would have (done)** is the past form of **would (do)**:

- If I **had gone** to the party last night, I **would be** tired now. (I am not tired now – *present*.)
- If I **had gone** to the party last night, I **would have seen** Ann. (I didn't see Ann – *past*.)

Might have and **could have** are possible instead of **would have**:

- If we'd played better, we **might have won**. (= perhaps we **would have won**)
- We **could have gone** out if the weather hadn't been so bad. (= we **would have been able to go out**)

For **if** sentences and **wish** see also Units 34, 35, and 37.

UNIT 37

Would

For **would** and **would have** in **if** sentences (*conditional*), see Units 34, 35, and 36. For **would** in offers, invitations, etc., see Unit 30. This unit explains some other uses of **would**.

a Sometimes we use **would** after **I wish . . .** Study this example:



It is raining. Tom wants to go out, but not in the rain. He says:

I wish it would stop raining.

This means that Tom is complaining about the rain and wants it to stop. We use **I wish . . . would . . .** when we want something to happen or somebody to do something. The speaker is complaining about the present situation.

- **I wish** someone **would answer** that telephone. It's been ringing for about five minutes.
- The music next door is very loud. **I wish** they **would turn** it down.

We often use **I wish . . . wouldn't** to complain about the way people do things:

- **I wish** you **wouldn't drive** so fast. It makes me nervous.

We use **I wish . . . would** when we want something to change or somebody else to do something. So you cannot say "I wish **I would . . .**"

For more information about **wish**, see Units 35 and 36.

b **Would/wouldn't** is sometimes the past of **will/won't**:

present Tom: **I'll** lend you some money, Ann.

past Tom **said** that he **would** lend Ann some money.

present Ann: **I promise** I **won't** be late.

past Ann **promised** that she **wouldn't** be late.

present Tom: Darn it! The car **won't** start.

past Tom **was** angry because the car **wouldn't** start.

c You can also use **would** when you look back on the past and remember things that often happened:

- When we were children, we **lived** by the sea. In summer, if the weather was nice, we **would** all **get up** early and **go** for a swim.
- Whenever Linda was angry, she **would** just **walk** out of the room.

Used to is also possible in these sentences:

- . . . we all **used to** **get up** early and **go** . . .

See Unit 24 for **used to**.

UNIT 38

In case

a Study this example situation:



Jeff is a soccer referee. He always wears two watches during a game because it is possible that one watch will stop.

He wears two watches **in case one of them stops**.

In case one of them stops = “because it is possible that one of them will stop.”

Here are some more examples of **in case**:

- John might call tonight. I don't want to go out **in case he calls**.
(= because it is possible that he will call)
- I'll draw a map for you **in case you can't find our house**. (= because it is possible that you won't be able to find it)

b Do not use **will** after **in case**. Use a present tense when you are talking about the future:

- I don't want to go out tonight **in case Sue calls**. (not “in case she will call”)

c **In case** is not the same as **if**. Compare these sentences:

- We'll buy some more food **if Tom comes**. (= Perhaps Tom will come; if he comes, we'll buy some more food; if he doesn't come, we won't buy any more food.)
- We'll buy some more food **in case Tom comes**. (= Perhaps Tom will come; we'll buy some more food now, whether he comes or not; then we'll *already* have the food **if he comes**.)

Compare:

- This letter is for Ann. Can you **give it to her if you see her**?
- This letter is for Ann. Can you **take it with you in case you see her**?

d You can use **in case** to say why someone did something in the past:

- We bought some more food **in case Tom came**. (= because it was possible that Tom would come)
- I drew a map for her **in case she couldn't find our house**.
- We rang the bell again **in case they hadn't heard it the first time**.

e “**In case of...**” is different from **in case**. **In case of fire** means “if there is a fire”:

- **In case of fire**, please leave the building as quickly as possible.
- **In case of emergency**, telephone this number. (= if there is an emergency)

UNIT
39

Unless, as long as, and provided/providing (that)

a Unless

Study this example situation:



Joe is always listening to music. If you speak to him normally, he can't hear you. If you want him to hear you, you have to shout.

Joe can't hear **unless you shout**.

This means: "Joe *can* hear *only if* you shout." **Unless** means **except if**. We use **unless** to make an exception to something we say.

Here are some more examples of **unless**:

- Don't tell Ann what I said **unless she asks you**. (= except if she asks you)
- I'll come tomorrow **unless I have to work**. (= except if I have to work)
- I wouldn't eat between meals **unless I were extremely hungry**.
(= except if I were extremely hungry)

We often use **unless** in warnings:

- We'll be late **unless we hurry**. (= except if we hurry)
- **Unless you work harder**, you're not going to pass the exam. (= except if you work harder)
- The thief said he would hit me **unless I told him where the money was**.
(= except if I told him)

Instead of **unless** it is possible to say **if . . . not**:

- Don't tell Ann what I said **if she doesn't ask you**.
- We'll be late **if we don't hurry**.

b As long as provided (that) providing (that)

These expressions mean **but only if**:

- You can use my car **as long as (or so long as) you drive carefully**.
(= but only if you drive carefully)
- Traveling by car is convenient **provided (that) you have somewhere to park**.
(= but only if you have somewhere to park)
- **Providing (that) she studies hard**, she should pass the exam. (= but only if she studies hard)

c When you are talking about the future, do *not* use **will** with **unless, as long as, provided, or providing**. Use a *present* tense:

- We'll be late **unless we hurry**. (*not unless we will hurry*)
- **Providing she studies hard . . .** (*not providing she will study*)

See Unit 9 for more information about this rule.

a *Active and passive* Study this example:



This house **was built** in 1920.

This is a *passive* sentence. Compare:

Somebody **built** this house in 1920. (*active*)

This house **was built** in 1920. (*passive*)

We often prefer the passive when it is not so important who or what did the action. In this example, it is not so important (or not known) who built the house.

In a passive sentence, if you want to say who did or what caused the action, use **by**:

- This house was built **by my grandfather**. (= my grandfather built it)
- Have you ever been bitten **by a dog**? (= Has a dog ever bitten you?)

b In passive sentences we use the correct form of **be** (is/are/was/were/has been, etc.) + the *past participle*:

(be) **done** (be) **cleaned** (be) **damaged** (be) **built** (be) **seen**

For irregular past participles (**done/seen/written**, etc.) see Appendix 2.

For the passive of the present and past tenses see Unit 41.

c We use the base form (. . . **be done**, **be cleaned**, **be built**, etc.) after modal verbs (**will**, **can**, **must**, etc.) and some other verbs (for example: **have to**, **be going to**, **want to**). Compare:

Active: We **can solve** this problem.

Passive: This problem **can be solved.**

- The new hotel **will be opened** next year.
- George **might be sent** to Venezuela by his company in August.
- The music at the party was very loud and **could be heard** from far away.
- This room **is going to be painted** next week.
- Go away! I **want to be left** alone.

d There is a *past* form after modal verbs: **have been done** / **have been cleaned**, etc.:

Active: Somebody **should have cleaned** the windows yesterday.

Passive: The windows **should have been cleaned** yesterday.

- My bicycle has disappeared. It **must have been stolen**.
- She **wouldn't have been injured** if she had been wearing a seat belt.
- The weather was terrible. The tennis match **should have been canceled**.

UNIT **41**

Passive (2) (present and past tenses)

These are the passive forms of the present and past tenses:

Simple present **am/is/are** + **done/cleaned**, etc.

Active: Somebody **cleans** **this room** every day.

Passive: **This room** **is cleaned** every day.

Many accidents **are caused** by dangerous driving.

I'm not often **invited** to parties.

How many people **are injured** in car accidents every day?

Simple past **was/were** + **done/cleaned**, etc.

Active: Somebody **cleaned** **this room** yesterday.

Passive: **This room** **was cleaned** yesterday.

During the night we **were all woken** up by a loud explosion.

When **was** that castle **built**?

The house **wasn't damaged** in the storm, but a tree **was blown** down.

Present continuous **am/is/are** **being** + **done/cleaned**, etc.

Active: Somebody **is cleaning** **the room** right now.

Passive: **The room** **is being cleaned** right now.

Look at those old houses! They **are being knocked** down.

(shop assistant to customer) Are you **being helped**, ma'am?

Past continuous **was/were** **being** + **done/cleaned**, etc.

Active: Somebody **was cleaning** **the room** when I arrived.

Passive: **The room** **was being cleaned** when I arrived.

Suddenly I heard footsteps behind me. We **were being followed**.

Present perfect **have/has** **been** + **done/cleaned**, etc.

Active: The room looks nice. Somebody **has cleaned** **it**.

Passive: The room looks nice. **It** **has been cleaned**.

Have you heard the news? The President **has been shot**.

Have you ever **been bitten** by a dog?

I'm not going to the party. I **haven't been invited**.

Past perfect **had been** + **done/cleaned**, etc.

Active: The room looked much better. Somebody **had cleaned** **it**.

Passive: The room looked much better. **It** **had been cleaned**.

Jim didn't know about the change of plans. He **hadn't been told**.

a Some verbs can have two objects. For example, **offer**:

- They didn't offer **Ann the job**. (the two objects are **Ann** and **the job**)

So it is possible to make two different passive sentences:

- **Ann** wasn't offered the job.
- **The job** wasn't offered to **Ann**.

It is more usual for the passive sentence to begin with the person.

Other verbs like **offer** that can have two objects are:

ask tell give send show teach pay

Here are some examples of passive sentences with these verbs:

- **I was given** two hours to make my decision. (= they gave **me two hours**)
- **The men were paid** \$1500 to do the job. (= someone paid **the men \$1500**)
- **Have you been shown** the new machine? (= has anyone shown **you the new machine**?)

b **Born**: Remember that **be born** is a *passive* verb and is usually past:

- Where **were you born**? (*not are you born*) } *simple past*
- **I was born** in Chicago. (*not I am born*) } *simple past*
- How many babies **are born** in this hospital every day? *–simple present*

c The passive **-ing** form is **being done / being cleaned**, etc.:

Active: I don't like people **telling** me what to do.

Passive: I don't like **being told** what to do.

- I remember **being given** a toy drum on my fifth birthday. (= I remember someone giving me . . .)
- Hurry up! You know Mr. Miller hates **being kept** waiting. (= he hates people keeping him waiting)
- She climbed over the wall without **being seen**. (= without anyone seeing her)

d Sometimes you can use **get** instead of **be** in the passive:

- There was a fight at the party, but nobody **got** hurt. (= nobody was hurt)
- **Did Ann get** fired from her new job? (= was Ann fired from her new job?)

You can use **get** in the passive to say that something happens to someone or something.

Often the action is not planned; it happens by chance:

- The dog **got** run over by a car. (= the dog was run over)

In other types of situation **get** is not usually possible:

- George **is** liked by everyone. (*not gets liked*)

Get is used mainly in informal spoken English. You can use **be** in all situations.

UNIT **43**

It is said that . . . / He is said to . . . , etc., and supposed to

a Study this example situation:



This is Mary. She is very old, and nobody knows exactly how old she is. But:

It is said that **she** is 108 years old.

She is said to be 108 years old.

Both these sentences mean: "People say that she is 108 years old."

You can also use these structures with:

| | | | |
|----------------|-----------------|-----------------|-------------------|
| thought | believed | reported | understood |
| known | expected | alleged | considered |

It is said that Mary eats ten eggs a day.

It is believed that the wanted man is living in New York.

It is expected that the strike will begin tomorrow.

It is alleged that he stole \$100.

It was alleged that he stole \$100.

or **Mary is said to eat** ten eggs a day.

or **The wanted man is believed to be** living in New York.

or **The strike is expected to begin** tomorrow.

or **He is alleged to have stolen** \$100.

or **He was alleged to have stolen** \$100.

These structures are often used in news reports:

It is reported that two people were killed **or** **Two people are reported to have** been killed in the explosion.

b Supposed to

Sometimes **(be) supposed to** means "said to":

- Let's go and see that movie. It's **supposed to be** very good. (= It is said to be very good; people say that it's very good.)
- He is **supposed to have stolen** \$100. (= He is said to have stolen \$100.)

But sometimes **supposed to** has a different meaning. You can use **supposed to** to say what is planned or arranged (and this is often different from what really happens):

- I'd better hurry. It's nearly 8:00. I'm **supposed to be** meeting Ann at 8:15. (= I arranged to meet Ann; I said I would meet Ann.)
- The train **was supposed to arrive** at 11:30, but it was 40 minutes late. (= The train should have arrived at 11:30, according to the schedule.)
- You **were supposed to clean** the windows. Why didn't you do it?

We use **not supposed to** to say what is not allowed or not advisable:

- You're **not supposed to park** here. (= You aren't allowed to park here.)
- Mr. Jenkins is much better after his illness, but he's still **not supposed to do** any heavy work.

UNIT 44

Have something done

a Study this example situation:



The roof of Bill's house was damaged in a storm, so he arranged for a worker to repair it. Yesterday the worker came and did the job.

Bill had the roof repaired yesterday.

This means: Bill didn't repair the roof himself. He arranged for someone else to do it for him.

Compare:

- **Bill repaired the roof.** (= he did it himself)
- **Bill had the roof repaired.** (= he arranged for someone else to do it)

Now study these sentences:

- Did Ann design her business cards herself or **did she have them designed?**
- Are you going to repair the car yourself, or **are you going to have it repaired?**

To say that we arrange for someone else to do something for us, we use the structure **have something done**. The word order is important: the *past participle* (**done/repaired**, etc.) comes *after* the object (**the roof**):

| | have + | <i>object</i> + | <i>past participle</i> | |
|------------------|--------|-----------------|------------------------|---------------|
| Bill | had | the roof | repaired | yesterday. |
| Where did you | have | your hair | done? | |
| We are | having | the house | painted | right now. |
| Tom has just | had | a telephone | installed | in his house. |
| How often do you | have | your car | serviced? | |
| Why don't you | have | that coat | cleaned? | |
| I want to | have | my picture | taken. | |

b "Get something done" is possible instead of **have something done** (mainly in informal spoken English):

- I think you should **get your hair cut.** (= have your hair cut)

c **Have something done** sometimes has a different meaning. For example:

- He **had all his money stolen** while he was on vacation.

This doesn't mean that he arranged for somebody to steal his money! "**He had all his money stolen**" means only: "All his money was stolen."

With this meaning, we use **have something done** to say that something (often something not nice) happened to someone: George **had his nose broken** in a fight. (= his nose was broken)

UNIT
45

Reported speech (1)

a Study this example situation:



You want to tell someone else what Tom said. There are two ways of doing this:

You can repeat Tom's words (*direct speech*):
Tom said, "I'm feeling sick."

Or you can use *reported speech*:
Tom said (that) he was feeling sick.

Compare the two sentences:
direct

Tom said, "I am feeling sick."

you use these to show
it is direct speech

reported

Tom said (that) he was feeling sick.

b When we use reported speech, we are usually talking about the past. So verbs usually change to the past in reported speech. For example:

am/is → **was**

have/has → **had**

can → **could**

are → **were**

will → **would**

do/want/know → **did/wanted/knew**, etc.

Study these examples. You met Tom. Here are some things he said to you:

I'm going away for a few days. I'll call you when I get back.

Ann has bought a new car.

I want to go on vacation, but I don't know where to go.

I'm going to quit my job.

I can't come to the party on Friday.

My parents are very well.

Now you tell someone else what Tom said (in reported speech):

- Tom said (that) his parents **were** very well.
- Tom said (that) he **was** going to quit his job.
- Tom said (that) Ann **had** bought a new car.
- Tom said (that) he **couldn't** come to the party on Friday.
- Tom said (that) he **wanted** to go on vacation, but he **didn't know** where to go.
- Tom said (that) he **was** going away for a few days and **would** call me when he **got** back.

c The simple past (**I did**) can usually stay the same in reported speech, or you can change it to the past perfect (**I had done**): **did** → **did** or **had done**

direct Tom said "I woke up feeling sick and so I stayed in bed."

reported Tom said (that) he **woke** (**or had woken**) up feeling sick and so he **stayed** (**or had stayed**) in bed.

For reported speech see also Units 46 and 48b.

**UNIT
46**

Reported speech (2)

a It is not always necessary to change the verb when you use reported speech. If you are reporting something and you feel that it is still true, you do not need to change the tense of the verb:

direct Tom said, "New York is bigger than London."

reported Tom said (that) New York **is** (*or was*) bigger than London.

direct Ann said, "I **want** to go to Turkey next year."

reported Ann said (that) she **wants** (*or wanted*) to go to Turkey next year.

Notice that it is also correct to change the verb into the *past*.

But you *must* use a past tense when there is a difference between what was said and what is really true. Study this example situation:

You met Ann. She said, "**Jim is sick.**" (*direct speech*)

Later that day you see Jim playing tennis and looking fine. You say:

"I'm surprised to see you playing tennis, Jim. Ann said that you **were** sick."
(*not* that you are sick, because he isn't sick)

Must, might, could, would, should, and ought stay the same in reported speech. **May** in direct speech normally changes to **might** in reported speech.

b Say and tell

If you say *who* you are talking to, use **tell**:

■ Tom **told me** (that) he didn't like Brian. (*not* Tom said me . . .)

Otherwise use **say**:

■ Tom **said** (that) he didn't like Brian. (*not* Tom told (that) he . . .)

Also: you can't say "Tom told about his trip to Mexico." You have to say:

■ Tom **told us** (*or me/them/Ann*, etc.) about his trip to Mexico.

If you don't say who he told, you have to say:

■ Tom **talked** (*or spoke*) about his trip to Mexico. (*but not* said about)

c We also use the *infinitive* (*to do/to stay*, etc.) in reported speech, especially with **tell** and **ask** (for orders and requests):

direct "Stay in bed for a few days," the doctor said to me.

reported The doctor **told me to stay** in bed for a few days.

direct "Don't shout," I said to Jim.

reported I **told Jim not to shout**.

direct "Please **don't tell** anyone what happened," Ann said to me.

reported Ann **asked me not to tell** anyone what (had) happened.

direct "Can you **open** the door for me, Tom?" Ann asked.

reported Ann **asked Tom to open** the door for her.

Said is also possible with the infinitive:

■ The doctor **said to stay** in bed for a few days. (*but not* said me)

UNIT 47

Questions (1)

a We usually make questions by changing the word order: we put the *auxiliary verb (AV)* before the *subject (S)*: $S + AV \quad AV + S$

it is → is it? **Is it** raining?
you can → can you? **When can you** come and see us?
Tom has → has Tom? **Where has Tom** gone?

We make questions with the verb **be** in the same way:

they were → were they? **Were they** surprised?

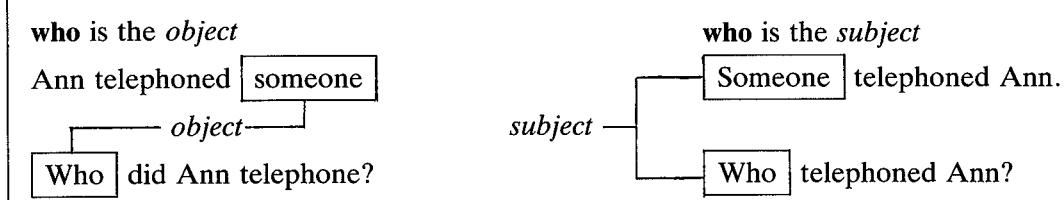
b In *simple present* questions use **do/does**:

- **Do you like** music? (*not like you*) ■ **Do you have** a light?
- **Where does** Jack live? (*not where lives Jack*)

In *simple past* questions use **did**:

- **When did they get** married? (*not when got they*)
- **Why did Ann sell** her car? (*not why sold Ann*)
- **Did you have** a good time?

But be careful with **who/what/which** questions. If **who/what/which** is the *subject* of the sentence, do not use **do/does/did**. Compare:



In these examples **who/what/which** is the *subject*:

- **Who wants** something to eat? (*not who does want*)
- **Who invented** the steam engine? (*not who did invent*)
- **What happened** to you last night? (*not what did happen*)
- **Which switch operates** this machine? (*not which switch does operate*)

c We use negative questions especially:

To show surprise:

- **Didn't you hear** the bell? I rang it four times.

In exclamations:

- **Doesn't that dress look nice!** (= that dress looks nice)

When we expect the listener to agree with us:

- **"Haven't we met somewhere before?"** "Yes, I think we have."

Notice the meaning of **yes** and **no** in answers to negative questions:

- **Didn't Dave pass his exams?** — **Yes.** (= Yes, he passed them.)
— **No.** (= No, he didn't pass them.)

Note the word order in negative questions with **Why . . . ?**:

- **Why didn't you lock** the door? (*not why you didn't lock*)
- **Why don't we go** out to eat? (*not why we don't go*)
- **Why can't you help** me? (*not why you can't help me*)
- **Why wasn't Mary invited** to the party? (*not why Mary wasn't*)

UNIT 48

Questions (2) (Do you know where...? / He asked me where...)

a When we ask people for information, we sometimes begin our question with **Do you know...?** or **Could you tell me...?** If you begin a question in this way, the word order is different from the word order in a simple question:

Compare: Where has Tom gone? (simple question)
 Do you know where Tom has gone?

When the question (**Where has Tom gone?**) is part of a bigger sentence (**Do you know...?**), it loses the normal question word order. Compare:

- When **will** Ann **arrive**? Do you have any idea when Ann **will arrive**?
- What time **is** it? Could you tell me what time **it is**?
- Why **are** you **laughing**? Tell us why **you are laughing**.

Be careful with **do/does/did** questions:

- When **does** the movie **begin**? Do you know when the movie **begins**?
- Why **did** Ann **leave** early? I wonder why **Ann left** early.

Use **if** or **whether** when there is no other question word:

- Did he see you? Do you know **if** (or **whether**) he saw you?

b The same changes in word order happen in *reported* questions:

direct The police officer said to us, "Where **are you going**?"

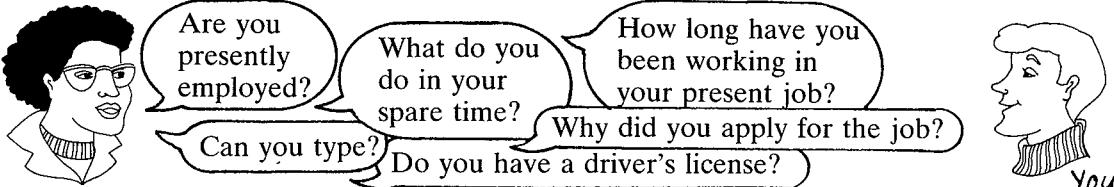
reported The police officer asked us where **we were going**.

direct Tom said, "What time **do the banks close**?"

reported Tom wanted to know what time **the banks closed**.

In reported questions the verb usually changes to the past (**were**, **closed**). For more information about this see Unit 45.

Now study these examples. Here are some questions you were asked at a job interview:



Now you tell a friend (in reported speech) what the interviewer asked you:

- She asked (me) if **I was** presently employed.
- She asked whether (or if) **I had** a driver's license.
- She wanted to know whether (or if) **I could** type.
- She wanted to know how long **I had been** working in my present job.
- She asked (me) what **I did** in my spare time.
- She asked (me) why **I had applied** for the job. (or why **I applied**)

**UNIT
49**

Auxiliary verbs in short answers/ questions, etc.: **So/Neither am I**, etc.

a

Can you swim? I **have** lost my key. He **might** not come.

In these sentences **can**, **have**, and **might** are *auxiliary* (= helping) verbs. We often use auxiliary verbs when we don't want to repeat something:

- "Are you working tomorrow?" "Yes, I **am**." (= I am working tomorrow)
- He could lend us the money, but he **won't**. (= he won't lend us the money)

Use **do/does/did** for simple present and past short answers:

- "Does he smoke?" "He **did**, but he **doesn't** anymore."

b

We use auxiliary verbs in short questions:

- "It rained every day during our vacation." "Did it?"
- "Ann isn't feeling very well today." "Oh, isn't she?"
- "I've just seen Tom." "Oh, have you? How is he?"

These short questions (**Did it?**, **isn't she?**, **have you?**) are not real questions. We use them to show polite interest in what someone has said, and they help to keep the conversation going.

Sometimes we use short questions to show surprise:

- "Jim and Sue are getting married." "Are they? Really?"

c

We also use auxiliary verbs with **so** and **neither**:

- "I'm feeling tired." "So **am I**." (= I am feeling tired too)
- "I never read newspapers." "Neither **do I**." (= I never read them either)

Note the word order after **so** and **neither** (*verb before subject*):

- I passed the exam and **so did Tom**. (*not so Tom did*)

Nor can be used instead of **neither**:

- "I can't remember her name." "Nor **can I**." / **Neither can I**."

Not . . . either can be used instead of **neither** and **nor**:

- "I don't have any money." "Neither **do I**." or "I don't **either**."

d

I think so / hope so, etc.

We use **so** in this way after a number of verbs, especially **think**, **hope**, **guess**, **suppose**, and **I'm afraid**:

- "Is she Canadian?" "I **think so**."
- "Will Eric come?" "I **guess so**."
- "Has Ann been invited to the party?" "I **suppose so**."

The negative form depends on the verb:

I think so – **I don't think so**

I hope so / I'm afraid so – **I hope not/I'm afraid not**

I guess – **I guess not**

I suppose so – **I don't suppose so or I suppose not**

- "Is she Italian?" "I **don't think so**."
- "Is it going to rain?" "I **hope not**. (*not I don't hope so*)
- "Are you going to drive in this snowstorm?" "I **guess not**."

**UNIT
50**

Tag questions (are you? doesn't he?, etc.)

a

You're not working late, **are you?** It was a good film, **wasn't it?**

Are you? and **wasn't it?** are *tag questions* (= mini-questions that we put on the end of a sentence). In tag questions we use the auxiliary verb (see Unit 49). For the present and past use **do/does/did**: They came by car, **didn't they?**

b

Normally we use a positive tag question with a negative sentence:

negative sentence + positive tag

Tom **won't** be late, **will he?**

They **don't** like us, **do they?**

That **isn't** George over there, **is it?**

And normally we use a negative tag question with a positive sentence:

positive sentence + negative tag

Ann **will** be here soon, **won't she?**

Tom **should** pass his exam, **shouldn't he?**

They **were** very angry, **weren't they?**

Notice the meaning of **yes** and **no** in answers to tag questions:

- You're not going to work today, **are you?** **Yes.** (= I am going)
No. (= I'm not going)

c

The meaning of a tag question depends on how you say it. If the voice goes *down*, you aren't really asking a question; you are only asking the other person to agree with you:

- "Tom doesn't look very well today, does he?" "No, he looks awful."
- She's very attractive. She has beautiful eyes, doesn't she?

But if the voice goes *up*, it is a real question:

- "You haven't seen Ann today, have you?" "No, I'm afraid I haven't." (= Have you seen Ann today?)

We often use a *negative sentence + positive tag* to ask for things or information, or to ask someone to do something. The voice goes up at the end of the tag in sentences like these:

- "You wouldn't have a cigarette, would you?" "Yes, here you are."
- "You couldn't do me a favor, could you?" "It depends what it is."
- "You don't know where Ann is, do you?" "Sorry, I have no idea."

d

After **Let's...** the tag question is **shall we?**:

- **Let's go out for a walk, shall we?**

After the imperative (**do/don't do** something) the tag is **will you?**:

- **Open the door, will you?**

Notice that we say **aren't I?** (= am I not):

- **I'm late, aren't I?**

a

| | | | | | |
|--------|---------|---------|-------|----------|----------|
| stop | enjoy | dislike | admit | consider | miss |
| finish | mind | imagine | deny | involve | postpone |
| delay | suggest | regret | avoid | practice | risk |

If these verbs are followed by another verb, the structure is usually *verb + -ing*:

- Stop talking!
- I'll do the shopping when I've **finished** cleaning the apartment.
- I don't **miss** working late every night.
- Have you ever **considered** going to live in another country?
- I can't **imagine** George riding a motorcycle.
- When I'm on vacation, I **enjoy not** having to get up early.

The following expressions also take *-ing*:

give up (= stop)
go on (= continue)
put off (= postpone)

keep or keep on (= do something continuously or repeatedly)

- Are you going to **give up** smoking?
- He **kept (on)** interrupting me while I was speaking.

Note the *passive* form (**being done** / **being seen** / **being told**, etc.):

- I don't mind **being told** what to do.

You cannot normally use the *infinitive* (**to do** / **to dance**, etc.) after these verbs and expressions:

- I **enjoy** dancing. (*not to dance*)
- Would you **mind** **closing** the door? (*not to close*)
- Jill **suggested** going to the movies. (*not to go*)

b

When you are talking about finished actions, you can also say **having done** / **having stolen**, etc. But it is not necessary to use this form. You can also use the simple *-ing* form for finished actions:

- He admitted **stealing** (*or having stolen*) the money.
- They now regret **getting** (*or having gotten*) married.

c

With some of the verbs in this unit (especially **admit**, **deny**, **regret**, and **suggest**) you can also use a **that**... structure:

- He **denied that** he had stolen the money. (*or denied stealing*)
- Jill **suggested that** we go to the movies. (*or suggested going*)

For **suggest** see also Unit 33.

For verbs + *-ing* see also Units 54 and 55.

UNIT
52

Verb + infinitive

a

| | | | | | |
|----------|---------|---------|---------|-------------|--------|
| agree | offer | decide | appear | forget | need |
| refuse | attempt | plan | seem | learn (how) | mean |
| promise | manage | arrange | pretend | dare | intend |
| threaten | fail | hope | afford | tend | |

If these verbs are followed by another verb, the structure is usually *verb + infinitive*:

- It was late, so we **decided to take** a taxi home.
- I like George, but I think he **tends to talk** too much.
- How old were you when you **learned to drive**? (or learned how to drive)
- They **agreed to lend** me some money when I told them the position I was in.
- He's lazy. He **needs to work** harder.
- I'm sorry. I **didn't mean to hurt** you.

Note these examples with the *negative not to . . .*:

- We **decided not to go** out because of the weather.
- She **pretended not to see** me as she passed me on the street.

With other important verbs you cannot use the infinitive. For example **think** and **suggest**:

- Are you **thinking of buying** a car? (not thinking to buy)
- Jill **suggested going** to the movies (not suggested to go)

b

There is a *continuous infinitive (to be doing)* and a *perfect infinitive (to have done)*. We use these especially after **seem**, **appear**, and **pretend**:

- I **pretended to be reading**. (= I pretended that I was reading)
- You **seem to have lost** weight. (= it seems that you have lost weight)
- He **appears to be doing** a good job. (= it appears that he is doing a good job)

c

Dare: You can say **dare to do** or **dare do** (without **to**):

- I wouldn't **dare to ask** him. or I wouldn't **dare ask** him.

d

After the following verbs you can use a question word (**what/where/how**, etc.) + infinitive:

ask decide know remember forget explain understand

| | | | |
|------------------------------|----------------|------------------|----------------------|
| We asked | how | to get | to the station. |
| Have you decided | where | to go | for your vacation? |
| Tom explained (to me) | how | to change | the tire on the car. |
| I don't know | whether | to go | to the party or not. |

Also: **show/tell/ask** someone **what/how/where** to do something:

- Can someone **show me how to change** the film in this camera?
- Ask Jack. He'll **tell you what to do**.

For verbs + infinitive see also Units 53–55.

UNIT 53

Verb + object + infinitive

a

| | | | | | |
|------|-----|--------|------|------------|--------------|
| want | ask | expect | help | would like | would prefer |
|------|-----|--------|------|------------|--------------|

There are two possible structures after these verbs:

verb + infinitive

I **asked** to see the manager.
We **expected** to be late.
He **would like** to come.

verb + object + infinitive

I **asked Tom to help me.**
We **expected him to be late.**
He **would like me to come.**

After **help** you can use the verb with or without **to**:

■ Can somebody **help me (to) move** this table?

Be especially careful with **want**. Do not say "want that . . .":

■ Everyone **wanted him to win** the race. (*not* wanted that he won)
■ Do you **want me to come** early? (*not* want that I come)

b

| | | | | |
|-------|--------|--------|-------------|------------------|
| tell | remind | force | enable | persuade |
| order | warn | invite | teach (how) | get (= persuade) |

These verbs have the structure *verb + object + infinitive*:

■ **Remind me to call** Ann tomorrow.
■ **He warned me not to touch** anything.
■ Who **taught you (how) to drive?**
■ I **got Jack to fix** my car.

Here is an example in the *passive*:

■ I was **warned not to touch** anything.

You cannot use **suggest** with the infinitive (see also Unit 33c):

■ Tom **suggested that I buy** a car. (*not* Tom suggested me to buy)

c

| | | | |
|--------|-----------|-------|--------|
| advise | encourage | allow | permit |
|--------|-----------|-------|--------|

There are two possible structures after these verbs. Compare:

verb + -ing (without an object)

I wouldn't **advise staying** at that hotel.

They don't **allow smoking** in this

building. (= Smoking is not allowed
in this building.)

verb + object + infinitive

I wouldn't **advise you to stay** at that hotel.

They don't **allow you to smoke** in this

building. (= You are not **allowed to**
smoke in this building.)

d

Make and let

These verbs have the structure *verb + base form (do, read, etc.)*:

■ Hot weather **makes me feel** uncomfortable. (= causes me to feel)
■ I only did it because they **made me do it.** (= forced me to do it)
■ She wouldn't **let me read** the letter. (= allow me to read)

Do not use **to** after **make** and **let**:

■ They **made me do it.** (*not* they made me to do it)
■ Tom **let me drive** his car yesterday. (*not* Tom let me to drive)

But in the *passive* **make** is followed by **to (to do)**:

■ I only did it because I was **made to do it.**

alike
lovehate
can't stand

can't bear

After these verbs and expressions you can use **-ing** or the *infinitive*.

- I **like** getting up early. *or* I **like to** get up early.
- I **love** meeting people. *or* I **love to** meet people.
- I **hate** washing dishes. *or* I **hate to** wash dishes.
- She **can't stand** being alone. *or* She **can't stand to** be alone.
- He **can't bear** living in the city. *or* He **can't bear to** live in the city.

b

dislike enjoy mind

After these verbs you can use **-ing**, but not the infinitive:

- I **enjoy** being alone. (*not* enjoy to be)
- Why do you **dislike** living here? (*not* dislike to live)
- Tom doesn't **mind** working at night. (*not* mind to work)

c

Would like is followed by the *infinitive*:

- I **would like to** be rich.
- **Would you like to** come to a party?

Notice the difference in meaning between **I like** and **I would like**. **I would like** is a polite way of saying **I want**. Compare:

- I **like** playing tennis. *or* I **like to** play tennis. (= enjoy it in general)
- I **would like to** play tennis today. (= I want to play)

See also Unit 30.

We also use the *infinitive* after **would love/hate/prefer**:

- **Would you prefer to** have dinner now or later?
- **I'd love to** be able to travel around the world.

d

You can also say “I **would like to have done** something” (= I regret that I didn't or couldn't do something):

- It's too bad we didn't visit Tom. I **would like to have seen** him again.
- We'd like to **have taken** a vacation, but we didn't have enough money.

The same structure is possible after **would love/hate/prefer**:

- Poor Jim! I **would hate to have been** in his position.
- I'd **love to have gone** to the party, but it was impossible.
- We went to a restaurant but I didn't enjoy it. I'd **prefer to have eaten** at home.

a**begin start continue**

These verbs can usually be followed by **-ing** or the *infinitive*. So you can say:

- The baby **began crying**. *or* The baby **began to cry**.
- It has **started raining**. *or* It has **started to rain**.
- He **continued working** after his illness. *or* He **continued to work** after his illness.

b**Remember to do and remember doing**

You **remember to do** something *before* you do it. **Remember to do something** is the opposite of “forget to do something”:

- I **remembered to lock** the door before I left, but I forgot to shut the windows. (= I remembered to lock the door, and then I locked it)
- Please **remember to mail** the letter. (= don't forget to mail it)

You **remember doing** something *after* you do it. **I remember doing something** = I did something, and now I remember it:

- I clearly **remember locking** the door before I left. (= I locked it, and now I clearly remember this)
- He could **remember driving** along the road just before the accident happened, but he couldn't remember the accident itself.

c**Try to do and try doing**

Try to do = attempt to do, make an effort to do:

- I was very tired. I **tried to keep** my eyes open, but I couldn't.
- Please **try to be** quiet when you come home. Everyone will be asleep.

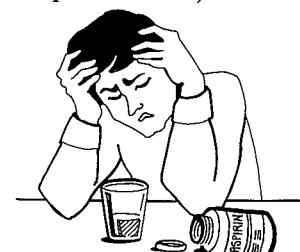
Try doing

Try also means “do something as an experiment or test”:

- Try some of this tea – maybe you'll like it. (= drink some of it to see if you like it)
- We **tried** every hotel in town, but they were all full. (= we went to every hotel to see if they had a room)

If **try** (with this meaning) is followed by a verb, we say **try -ing**:

- “I can't find anywhere to live.” “Why don't you **try putting** an ad in the newspaper?” (= do this to see if it helps you to find a place to live)
- I've got a terrible headache. I **tried taking** an aspirin, but it didn't help. (= I took an aspirin to see if it would stop my headache)



UNIT
56

Preposition + -ing

a If a verb comes after a preposition (in/at/with/about, etc.), the verb ends in **-ing**. Study these examples:

| | | | |
|---|---|--|---|
| Are you interested I'm not very good I'm fed up The children are excited What are the advantages This knife is only John went to work I bought a new bicycle | in at with about of for in spite of instead of | working learning studying. going having cutting feeling going | for us? languages. on vacation. a car? bread. sick. (See Unit 104.) away on vacation. |
|---|---|--|---|

b You can use **-ing** with **before** and **after**:

- Before going out I called Ann.

You can also say: “**Before I went** out I . . .”

- What did you do **after** leaving school?

You can also say: “. . . **after you left** school?”

c You can use **by -ing** to say *how* something happened:

- They got into the house **by breaking** a kitchen window and climbing in.
- You can improve your English **by doing** a lot of reading.

d You can use **-ing** after **without**:

- Jim left **without** finishing his dinner.
- She ran five miles **without** stopping.
- He climbed through the window **without** anybody seeing him. (*or . . . without* being seen.)
- She needs to work **without** people disturbing her. (*or . . . without* being disturbed.)
- It's nice to go on vacation **without** having to worry about money.

e **To** is a part of the *infinitive*. For example:

- They decided **to go** out. ■ I want **to play** tennis.

But **to** is also a *preposition*. For example:

| | |
|------------------------------------|--|
| ■ Tom went to Hawaii. | ■ I prefer cities to the country. |
| ■ He gave the book to Mary. | ■ I'm looking forward to the weekend. |

If a preposition is followed by a verb, the verb ends in **-ing** (see section **a**). So, if **to** is a preposition and it is followed by a verb, you must say **to -ing**. For example:

- I prefer bicycling **to driving**. (*not to* drive)
- I'm looking forward **to seeing** Sue again. (*not to* see)

For **be/get used to -ing** see Unit 59.

UNIT
57

Verb + preposition + -ing

a Many verbs have the structure *verb (V) + preposition (P) + object*. For example, **talk about**:

- We **talked about the problem**. (**the problem** is the *object*)

If the object is another verb, it ends in **-ing**:

- We **talked about going to Japan**. (*V + P + -ing*)

Here are some more verbs that have the structure *V + P + -ing*:

| | | | |
|---|---|---|---|
| succeed in feel like* think about/of dream of approve/disapprove of look forward to insist on decide against apologize for | Has Tom succeeded I don't feel Are you thinking I've always dreamed She doesn't approve I'm looking forward She insisted We decided He apologized | in like of/about of of to on against for | finding a job yet? going out tonight? buying a house? being rich? smoking? meeting her? buying me a cup of coffee? moving to California? keeping me waiting? |
|---|---|---|---|

***I feel like doing** = I'd like to do, I'm in the mood to do.

We say "apologize to someone for something":

- He **apologized to me** for keeping me waiting. (*not he apologized me*)

With some of these verbs you can also use the structure *verb + preposition + someone + -ing*. For example:

- We are all looking forward to **Peter** (*or Peter's*) coming home.
- She doesn't approve of **her son** (*or son's*) staying out late at night.
- They insisted on **me** (*or my*) staying with them. (See also Unit 33c.)

b These verbs have the structure *verb + object + preposition + -ing*:

| | | | | |
|--|---|--|---|--|
| accuse suspect congratulate prevent stop thank forgive warn | They accused Did they suspect I congratulated What prevented We stopped I thanked Please forgive They warned | me the man Ann him everyone her me us | of of on from from for for against | telling lies. being a spy? passing the exam. coming to the wedding? leaving the building. being so helpful. not writing to you. buying the car. |
|--|---|--|---|--|

Some of these verbs are often used in the passive:

- I was **accused of telling lies**.
- Was the man **suspected of being a spy**?
- We were **warned against buying it**.

When these expressions are followed by a verb, the verb ends in **-ing**:

It's no use . . .

- **It's no use worrying** about it. There's nothing you can do.
- **It's no use trying** to persuade me. You won't succeed.

There's no point in . . .

- **There's no point in buying** a car if you don't want to drive it.
- **There was no point in waiting**, so we went.

It's (not) worth . . .

- My house is only a short walk from here. **It's not worth taking** a taxi.
- It was so late when we got home, **it wasn't worth going** to bed.

You can say: "a book is **worth reading** / a movie is **worth seeing**, etc.:

- Do you think **this book is worth reading**?
- You should go and see that movie. **It's really worth seeing**.

(Have) difficulty/trouble . . .

- I had **difficulty finding** a place to live. (*not to find*)
- Did you have any **trouble getting** a visa?
- People often have great **difficulty reading** my writing.

Remember that we say "difficulty" (*not difficulties*) and "trouble" (*not troubles*):

- I'm sure you'll have no **difficulty/trouble** passing the exam.

You can also say "(have) difficulty in -ing":

- He's shy. He has difficulty **in talking** to people he doesn't know well.

A waste of money/time . . .

- **It's a waste of time reading** that book. It's trash.
- **It's a waste of money buying** things you don't need.

Spend/waste (time) . . .

- **I spent hours trying** to repair the clock.
- **I waste a lot of time daydreaming**.

Go -ing

We use **go -ing** for a number of activities (especially sports):

go shopping **go swimming** **go skiing** **go fishing**
go climbing **go sailing** **go riding** **go sightseeing**

- How often do you **go swimming**?
- I'm **going skiing** next year.
- I have to **go shopping** this morning.
- I've never been **sailing**.

For "I've **been** / I've **gone**" see Unit 13d.

UNIT
59

Be/get used to something (I'm used to...)

a Study this example situation:



Jane is American, but she has lived in Britain for three years. When she first drove a car in Britain, she found it very difficult because she had to drive on the left instead of on the right. Driving on the left was strange and difficult for her because:

She **wasn't used to it**.
She **wasn't used to driving on the left**.

After a lot of practice, driving on the left became less strange:

- She **got used to driving** on the left.

Now after three years, driving on the left is no problem for her:

- She **is used to driving** on the left.

I'm used to something = it is not new or strange for me:

- Frank lives alone. He doesn't mind this because he has lived alone for 15 years. So he **is used to it**. He **is used to living** alone.
- My new shoes felt a bit strange at first because I **wasn't used to them**.
- Our new apartment is on a very busy street. I suppose we'll **get used to the noise**, but at the moment we find it very annoying.
- Fred has a new job. He has to get up much earlier – at 6:30. He finds this difficult right now because he **isn't used to getting up** so early.

b Notice that we say "She **is used to driving** on the left." (*not* she is used to drive). **To** in **be/get used to** is a *preposition*, not a part of the infinitive (see also Unit 56e). So we say:

- Frank **is used to living** alone. (*not* is used to live)
- Jane **had to get used to driving** on the left. (*not* get used to drive)

c Do not confuse **I am used to doing** (be/get used to) with **I used to do**. They are different in structure and in meaning.

I am used to (doing) something = something isn't strange for me:

- I **am used to the weather** in this country.
- I **am used to driving** on the left because I've lived in Britain a long time.

I used to do something means only that I did something regularly in the *past* (see Unit 24). You can't use this structure for the *present*. The structure is "**I used to do**" (*not* I am used to do):

- Nowadays I usually stay in bed until late. But when I had a job, **I used to get up** early.

a We use the *infinitive (to do)* to talk about the purpose of doing something (= why someone does something):

- I went out **to mail** a letter. (= because I wanted to mail a letter)
- She called me **to invite** me to a party.
- We shouted **to warn** everyone of the danger.

We also use the *infinitive* to talk about the purpose of something, or why someone has/wants/needs something:

- This wall is **to keep** people out of the garden.
- The President has two bodyguards **to protect** him.
- I need a bottle opener **to open** this bottle.

You can also use **in order to (do something)**:

- We shouted **in order to warn** everyone of the danger.

Do *not* use **for** in these sentences:

- I'm going to Mexico **to learn** Spanish. (*not* for learning / for to learn)

b We also use the *infinitive* to say what can be done or must be done with something:

- It's usually difficult to find **a place to park** downtown. (= a place where you can park)
- Do you have a lot of **work to do** this evening? (= work that you must do)
- Would you like **something to eat**?
- There were no **chairs to sit on**, so we all had to sit on the floor.
- She is lonely. She has **nobody to talk to**.

We also say **time/opportunity/chance/money/energy to do something**:

- They gave me some **money to buy** some food. (*not* for buying)
- Did you have **time to answer** all the questions on the exam?
- These days I don't get **much chance to watch** television. I'm too busy.
- Do you have **much opportunity to speak** English? (= much chance to speak)

c Sometimes you have to use **so that** (*not the infinitive*) to talk about the purpose of doing something. We use **so that**:

i) when the purpose is *negative* (**so that . . . won't/wouldn't . . .**):

- I hurried **so that I wouldn't** be late. (= because I didn't want to be late)
- Leave early **so that you won't** (or **don't**) miss the bus.

ii) with **can** and **could** (**so that . . . can/could . . .**):

- He's learning English **so that he can** study in the United States.
- We **moved to London so that we could** visit our friends more often.

iii) when one person does something so that *another* person does something else:

- I gave him my address **so that he could** contact me.
- He wore glasses and a false beard **so that nobody** would recognize him.

UNIT 61

Prefer and would rather

a Prefer to do and prefer doing

You can use "prefer to do" or "prefer doing" to say what you prefer in general.

- I don't like cities. I prefer to live (or I prefer living) in the country.

Study the difference in structure:

| | | | | | |
|------|----------|---------|-----------|------------------|----------------|
| but: | I prefer | (doing) | something | to (doing) | something else |
| | I prefer | to do | something | rather than (do) | something else |

- I prefer tea to coffee.
- Tom prefers driving to traveling by train.

but: Tom prefers to drive rather than travel by train.

- I prefer to live in the country rather than (live) in a city.

Use **would prefer** to say what someone wants (to do) in a particular situation. You can say **would prefer to (do)** or **would prefer (do)ing**:

- "Would you prefer tea or coffee?" "Coffee, please."
- "Should we go by train?" "Well, I'd prefer to go by car." or "Well, I'd prefer going by car."

b Would rather (do) = would prefer to do. After **would rather** we use the base form.

Compare:

| | |
|------------------------|---|
| Should we go by train? | { Well, I'd prefer to go by car. Well, I'd rather go by car. (not to go) |
|------------------------|---|

- "Would you rather have tea or coffee?" "Coffee, please."
- I'm tired. I'd rather not go out this evening, if you don't mind.
- "Do you want to go out this evening?" "I'd rather not."

Note the structure:

I'd rather do something than (do) something else

- I'd rather stay at home than go to the movies.

c Would rather someone did something

When you want someone else to do something, you can say **I'd rather you did . . . /I'd rather he did . . .**, etc. We use the *past* in this structure, but the meaning is present or future, not past. Compare:

I'd rather cook dinner now.
I'd rather you cooked dinner now. (not I'd rather you cook)

- "Shall I stay here?" "Well, I'd rather you came with us."
- I'd rather you didn't tell anyone what I said.
- "Do you mind if I smoke?" "I'd rather you didn't."

Had better do something

It's time someone did something

a Had better do something

The meaning of **had better** (**I'd better**) is similar to **should**. “**I'd better do something**” = I should do something or it is advisable for me to do something; if I don't do this, something bad might happen:

- I have to meet Tom in ten minutes. **I'd better go** now or I'll be late.
- “Should I take an umbrella?” “Yes, **you'd better**. It might rain.”
- We've almost run out of gas. **We'd better stop** at the next gas station to fill up.

The negative form is **had better not** ('d better not):

- You don't look very well. **You'd better not go** to work today.
- “Are you going out tonight?” “**I'd better not**. I've got a lot of work to do.”

The form is always “**had better**” (usually ‘d better in spoken English). We say **had** but the meaning is present or future, not past:

- **I'd better go** to the bank **this afternoon**.

Remember that **had better** is followed by the base form (*not to . . .*):

- It might rain. **We'd better take** an umbrella. (*not better to take*)

b It's time . . .

You can say “**it's time** (for someone) **to do something**”:

- **It's time to go** home.
- **It's time for us to go** home.

There is another structure: **It's time someone did something**:

- It's nearly midnight. **It's time we went** home.

We use the *past* (*went*) after **It's time someone . . .**, but the meaning is present or future, not past:

- Why are you still in bed? **It's time you got** up. (*not time you get* up)

We use the structure **It's time someone did something** especially when we are complaining or criticizing, or when we think someone should have already done something:

- **It's time the children were** in bed. It's long past their bedtime.
- You've been wearing the same clothes for ages. **Isn't it time you bought** some new ones?
- I think **it's time the government did** something about pollution.

We also say { “**It's high time**”
“**It's about time**” } someone **did something**.”

This makes the complaint or criticism stronger:

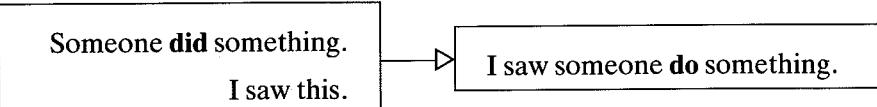
- You're very selfish. **It's high time you realized** that you're not the most important person in the world.
- **It's about time Jack did** some studying for his exams.

a Study this example situation:

Tom got into his car and drove away. You saw this. You can say:

- I saw Tom **get** into his car and **drive** away.

In this structure we use the *base form* (**get**, **drive**, etc.):



Remember that we use the *base form* (*not to*):

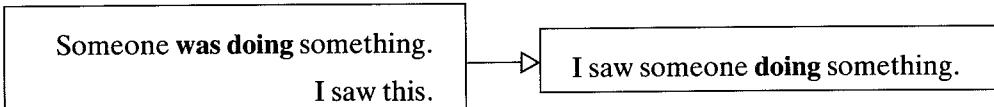
- I saw her **go** out. (*not to go out*)

b Now study this example situation:

Yesterday you saw Ann. She was waiting for a bus. You can say:

- I saw Ann **waiting** for a bus.

In this structure we use **-ing** (**waiting**):

**c** Now study the difference in meaning between the two structures:

“I saw him **do** something” = he did something (*simple past*) and I saw this. I saw the complete action from beginning to end:

- He **fell** to the ground. I saw this. → I saw him **fall** to the ground.
- The accident **happened**. We saw this. → We saw the accident **happen**.

“I saw her **doing** something” = she was doing something (*past continuous*) and I saw this. I saw her when she was in the middle of doing something. This does not mean that I saw the complete action:

- She **was walking** along the street. I saw this when I drove past in my car. → I saw her **walking** along the street.

The difference is not always important. Sometimes you can use either form:

- I've never seen Tom **dance**. *or* I've never seen Tom **dancing**.

d We use these structures especially with **see** and **hear**, and also with **watch**, **listen to**, **feel**, and **notice**:

- I didn't **hear** you **come in**.
- He suddenly **felt** someone **touch** him on the shoulder.
- Did you **notice** anyone **go out**?
- I could **hear** it **raining**.
- The missing girls **were** last **seen** playing near the river.
- Listen to the birds **singing**!

After **smell** and **find** you can use the **-ing** structure only:

- Can you **smell** something **burning**?
- She **found** him **reading** her letters.

-ing clauses – “Feeling tired, I went to bed early.”

a A *clause* is a part of a sentence. Some sentences have two clauses:

- **Feeling tired**, I went to bed early.

In this sentence, “I went to bed early” is the *main clause*.

Feeling tired is the *-ing clause*.

b When two things happen at the same time, you can use **-ing** for one of the verbs. The main clause usually comes first:

- She was sitting in an armchair **reading** a book. (= she was sitting, and she was reading)
- I ran out of the house **shouting**. (= I was shouting when I ran out of the house)

We also use **-ing** when one action happens during another. Use **-ing** for the longer action.

The longer action is the second part of the sentence.

- Jim hurt his arm **playing** tennis. (= while he was playing)
- I cut myself **shaving**. (= while I was shaving)

You can also use **-ing** after **while** or **when**:

- Jim hurt his arm **while playing** tennis. (= while he was playing)
- Be careful **when crossing** the street. (= when you are crossing)

c When one action happens before another action, you can use **having (done)** for the first action:

- **Having found** a hotel, they looked for somewhere to have dinner.
- **Having finished** our work, we went home.

You could also say **After -ing**:

- **After finishing** our work, we went home.

If the second action happens immediately after the first, you can use the simple **-ing** form (**doing** instead of **having done**):

- **Taking** a key out of his pocket, he opened the door.

These structures are used mainly in written English.

d You can also use an **-ing** clause to explain something or to say why someone did something. The **-ing** clause usually comes first:

- **Feeling tired**, I went to bed early. (= because I felt tired)
- **Being unemployed**, she doesn't have much money. (= because she is unemployed)
- **Not having** a car, she finds it difficult to get around. (= because she doesn't have a car)
- **Having already seen** the film twice, I didn't want to go to the movies. (= because I had already seen it twice)

These structures are used more in written than in spoken English.

Nouns can be *countable* or *uncountable*. For *countable* nouns see Unit 66.

a *Uncountable* nouns are, for example: **gold** **music** **blood** **excitement**

Uncountable nouns are things we cannot count. They have no plural. You cannot say “musics,” “bloods,” or “excitements.”

b Before uncountable nouns you can say **the/some/any/much/this/his**, etc.:
the **music** **some** **gold** **much** **excitement** **his** **blood**

But you cannot use **a/an** before an uncountable noun. So you cannot say “a music,” “an excitement,” or “a blood.”

You can also use uncountable nouns alone, with no article (see Unit 70):

- This ring is made of **gold**.
- **Blood** is red.

c Many nouns can be used as countable or as uncountable nouns. Usually there is a difference in meaning. For example:

paper I bought a **paper**. (= a newspaper – *countable*)

I bought **some paper**. (= material for writing on – *uncountable*)

hair There's a **hair** in my soup! (= one single hair – *countable*)

She has beautiful **hair**. (= hair on her head – *uncountable*)

experience We had **many** interesting **experiences** on our vacation. (= things that happened to us – *countable*)

You need **experience** for this job. (= knowledge of something because you have done it before – *uncountable*)

d Some nouns are usually uncountable in English but often countable in other languages. Here are the most important of these:

| | | | | | |
|-----------------|------------------|--------------------|-------------------|----------------|----------------|
| advice | bread | information | permission | traffic | weather |
| baggage | chaos | luggage | progress | travel | work |
| behavior | furniture | news | scenery | trouble | |

These nouns are *uncountable*, so (i) you cannot use **a/an** before them; and (ii) they cannot be plural:

- Tom gave me **some good advice**. (*not* some good advices)
- Where are you going to put all your **furniture**? (*not* furnitures)
- We don't have **much luggage** to carry. (*not* many luggages)
- I'm afraid I have **some bad news**. (*not* a bad news)

Remember that **news** is not plural:

- The **news** is very depressing today. (*not* The news are . . .)

Do not use **travel** to mean **trip/journey**:

- We had a good **trip**. (*not* a good travel)

Note these pairs of countable (C) and uncountable (UNC) nouns:

- I'm looking for a **job**. (C) but I'm looking for **work**. (UNC)
- What a beautiful **view**! (C) but What beautiful **scenery**! (UNC)

UNIT 66

Countable nouns with a/an and some

Nouns can be *countable* or *uncountable*. For *uncountable* nouns see Unit 65.

a Countable nouns are, for example:

dog umbrella job suggestion girl

Countable nouns are things we can count. We can make them plural:

two dogs six jobs some girls many suggestions

b Before singular countable nouns you can use **a/an**:

- That's **a** good suggestion.
- Do you need **an** umbrella?

You cannot use singular countable nouns alone (without **a/the/my**, etc.):

- I'm looking for **a** job. (*not* I'm looking for job)
- Be careful of **the** dog. (*not* Be careful of dog)
- I've got **a** headache.
- Would you like **a** cigarette?

For **a/an** and **the** see Unit 67.

c We often use **a/an** + noun when we say what something/someone is, or what something/someone is like:

- A dog is **an animal**.
- This is **a** really beautiful **house**.
- **What a nice dress!**
- Sue is **a** very nice **person**.
- Jack has **a** big **nose**.

Remember to use **a/an** for jobs:

- Tom's mother is **a doctor**. (*not* Tom's mother is doctor)
- I wouldn't like to be **an English teacher**.

In sentences like these, we use plural countable nouns alone (*not* with **some**):

- Tom's parents are **very nice people**. (*not* some very nice people)
- Ann has **blue eyes**.
- What **awful shoes**!
- Dogs are **animals**.
- Are most of your friends **students**?

d We also use **some** with plural countable nouns. **Some** = **a number of** / **a few of** (but we don't know or say exactly how many):

- I've seen **some** good **movies** lately.
- **Some friends** of mine are coming to stay for the weekend.

Do not use **some** when you are talking about things in general:

- I love **bananas**. (*not* some bananas)

Sometimes you can use **some** or leave it out:

- There are (**some**) eggs in the refrigerator if you're hungry.

For **some** and **any** see Unit 80.

e You have to use **some** when you mean *some, but not all / not many*, etc.

- **Some children** learn very quickly. (but not all children)
- **Some police officers** in Britain carry guns, but most of them don't.

For plural countable nouns see also Unit 70.

a Study this example:

For lunch I had **a** sandwich and **an** apple. **The** sandwich wasn't very good.

The speaker says “**a sandwich / an apple**” because this is the first time he talks about them.

The speaker says “**the sandwich**” because the listener now knows which sandwich he means – the sandwich he had for lunch.

Here are some more examples:

- There was **a** man talking to **a** woman outside my house. **The** man looked American, and I think **the** woman was Indian.
- When we were on vacation, we stayed at **a** hotel. In the evenings, sometimes we had dinner at **the** hotel and sometimes in **a** restaurant.
- I saw **a** movie last night. **The** movie was about a soldier and **a** beautiful woman. **The** soldier was in love with **the** woman, but **the** woman was in love with **a** teacher. So **the** soldier shot **the** teacher and married **the** woman.

b We use **a/an** when the listener doesn't know which thing we mean. We use **the** when it is clear which thing we mean:

- Tom sat down on a chair. (we don't know which chair)
Tom sat down on **the** chair **nearest the door**. (we know which chair)
- Ann is looking for **a** job. (not a particular job)
Did Ann get **the** job **she applied for**? (a particular job)
- Do you have **a** car? (not a particular car)
I cleaned **the** car yesterday. (a particular car, my car)

c We use **the** when it is clear in the situation which thing or person we mean. For example, in a room we talk about “**the** light / **the** floor / **the** ceiling / **the** door / **the** carpet,” etc. Study these examples:

- Can you turn off **the** light, please? (= the light in this room)
- Where is **the** bathroom, please? (= the bathroom in this building/house)
- I enjoyed **the** movie. Who was **the** director? (= the director of the movie)
- I took a taxi to **the** station. (= the station of that town)
- We got to **the** airport just in time for our flight.

Also: **the** police / **the** fire department / **the** army.

We also say **the bank**, **the post office**:

- I have to go to **the** bank to change some money, and then I'm going to **the** post office to buy some stamps. (The speaker is usually thinking of a particular bank or post office.)

We also say **the doctor**, **the dentist**, **the hospital**:

- John wasn't feeling very well. He went to **the** doctor. (= his doctor)
- Two people were taken to **the** hospital after the accident.

For **the** see also Units 68–73.

UNIT **68**

The (1)

For the difference between **the** and **a/an** see Unit 67.

a We say **the**... when there is only one of something:

- What is **the** longest river in the world? (There is only one longest river in the world.)
- We went to **the** most expensive restaurant in town.
- **The** only television program she watches is the news.
- Paris is **the** capital of France.
- Everybody left at **the** end of the meeting.
- **The** earth goes around **the** sun. (also: **the** moon / **the** world / **the** universe)

b We say: **the sea** **the sky** **the ground** **the city / the country**

- Would you rather live **in the city** or **in the country**?
- Don't sit **on the ground**! It's wet.
- We looked up at all the stars **in the sky**.

We say **go to sea / be at sea** (without **the**) when the meaning is **go/be on a voyage**:

- Ken is a seaman. He spends most of his life **at sea**.

but: I would love to live **near the sea**. (*not* near sea)

We say **space** (*not* the **space**) when we mean space in the universe:

- There are millions of stars **in space**. (*not* in the space)

but: He tried to park his car, but **the space** wasn't big enough.

c **Movies** **theater** **radio** **television**

We say **the movies / the theater**:

- We went to **the movies** last night.
- Do you often go to **the theater**?

Note that when we say **the theater**, we do not necessarily mean one particular theater.

We usually say **the radio**:

- We often listen to **the radio**.
- I heard the news on **the radio**.

But we usually say **television** (without **the**):

- We often watch **television**.
- I watched the news on **television**.

but: Can you turn off **the television**, please? (= the television set)

d **Meals:** We do not normally use **the** with the names of meals:

- What time is **lunch**?
- We had **dinner** in a restaurant.
- What did you have for **breakfast**?
- Ann invited me to (*or for*) **dinner**.

But we say **a meal**:

- We had **a meal** in a restaurant.

We also say **a** when there is an adjective before **lunch/breakfast**, etc.

- Thank you. That was **a very nice lunch**. (*not* that was very nice lunch)

For more information about **the** see Units 67 and 69–73.

UNIT 69

The (2)

a Study these sentences:

- **The rose** is my favorite flower.
- **The giraffe** is the tallest of all animals.

In these examples **the** . . . doesn't mean one particular thing. **The rose** = roses in general, **the giraffe** = giraffes in general. We use **the** + *a singular countable noun* in this way to talk about a type of plant, animal, etc. Note that you can also use a plural noun without **the**:

- **Roses** are my favorite flowers. (*but not The roses . . .* – see Unit 70)

We also use **the** + *a singular countable noun* when we talk about a type of machine, an invention, etc. For example:

- When was **the telephone** invented?
- **The bicycle** is an excellent means of transportation.

We also use **the** for musical instruments:

- Can you play **the guitar**? (*not Can you play guitar?*)
- **The piano** is my favorite instrument.

b The + adjective

We use **the** with some adjectives (without a noun). The meaning is always plural. For example, **the rich** = rich people in general:

- Do you think **the rich** should pay more taxes?

We use **the** especially with these adjectives:

| | | | | | |
|-----------------|------------------|------------------|-----------------|-----------------------|---------------------|
| the rich | the old | the blind | the sick | the disabled | the injured |
| the poor | the young | the deaf | the dead | the unemployed | the homeless |

- That man over there is collecting money for **the homeless**.
- Why doesn't the government do more to help **the unemployed**?

These expressions are always plural. You cannot say "a blind" or "an unemployed." You have to say "a blind **man**," "an unemployed **woman**," etc.

c The + nationality words

You can use **the** with some nationality adjectives when you mean "the people of that country." For example:

- **The French** are famous for their food. (= the French people)
- **The English** are known for being polite. (= the English people)

You can use **the** in this way with these nationality words:

| | | | |
|--------------------|------------------|--------------------|------------------|
| the British | the Welsh | the Spanish | the Dutch |
| the English | the Irish | the French | the Swiss |

You can also use **the** with nationality words ending in **-ese** (**the Japanese** / **the Chinese**, etc.).

With other nationalities you have to use a plural noun ending in **-s**:

(the) Russians (the) Italians (the) Arabs (the) Germans (the) Turks

For **the** see also Units 67, 68, and 70–73.

a We don't use **the** before a noun when we mean something *in general*:

- I love **flowers**. (*not* the flowers)
(**flowers** = flowers *in general*, not a particular group of flowers)
- I'm afraid of **dogs**.
- **Doctors** are paid more than **teachers**.
- **Crime** is a problem in most big cities. (*not* the crime)
- **Life** has changed a lot since I was young. (*not* the life)
- I prefer **classical music** to **pop music**. (*not* the classical/pop music)
- Do you like **Chinese food** / **American television**? (*not* the . . .)
- My favorite subject at school was **history/physics/English**.
- I like **soccer/athletics/skiing/chess**.
- Do you collect **stamps**?

We say **most people** / **most dogs**, etc. (*not* the most . . .):

- **Most people** like George. (*not* the most people – see also Unit 78)

b We say **the . . .** when we mean *something in particular*:

- I like your garden. **The flowers** are beautiful. (*not* Flowers are . . .)
(**the flowers** = the flowers in your garden, not flowers in general)
- **Children** learn a lot from playing. (= children in general)

but: We took **the children** to the zoo. (= a particular group of children, perhaps the speaker's own children)

- **Salt** is used to flavor food.

but: Can you pass **the salt**, please? (= the salt on the table)

- I often listen to **music**.

but: The movie wasn't very good, but I liked **the music**. (= the music in the movie)

- All **cars** have wheels.

but: All **the students** in the class like their teacher.

- Are **American people** friendly? (= American people in general)

but: Are **the American people you know** friendly? (= only the American people you know, not American people in general)

c The difference between "something in general" and "something in particular" is not always very clear. Study these sentences:

- I like working with **people**. (= people in general)

- I like working with **people who are lively**. (not all people, but **people who are lively** is still a general idea)

but: I like **the people I work with**. (= a particular group of people)

- Do you like **coffee**? (= coffee in general)

- Do you like **strong black coffee**? (not all coffee, but **strong black coffee** is still a general idea)

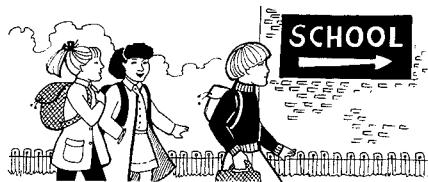
but: Did you like **the coffee** we had after dinner? (= particular coffee)

UNIT 71

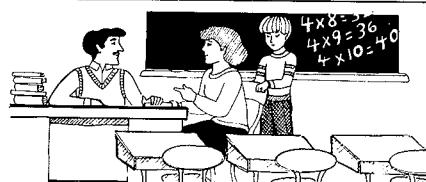
School / the school, prison / the prison, etc.

a School college prison/jail church

Compare these examples:



The children are going **to school**.



Mrs. Kelly went **to the school** to meet her son's teachers.

We say:

- a child goes **to school** (as a student)
- a student goes **to college** (to study)
- a criminal goes **to prison or to jail** (as a prisoner)
- someone goes **to church** (for a religious service)

We do *not* use **the** when we are thinking of the idea of these places and what they are used for:

- Mr. Kelly goes **to church** every Sunday. (*not to the church*)
- After I finish **high school**, I want to go **to college**.
- Ken's brother was sent **to prison** for robbing a bank.

We say: "be **in or at** school/college" (but "be **in high school**") and "be **in** prison/jail":

- What did you learn **at (or in) school** today?
- Ken's brother **is in jail**. (*or in prison*)

Now study these examples with **the**:

- Mrs. Kelly went **to the school** to meet her son's teachers. (she went there as a visitor, not as a pupil)
- Ken went **to the prison** to visit his brother. (as a visitor, not as a prisoner; he went to the jail where his brother was)
- The workers went **to the church** to repair the roof. (they didn't go to a religious service)

b bed work home

We say:

"**go to bed / be in bed**" (*not the bed*):

- It's time to **go to bed** now.
- Is Tom still **in bed**?

"**go to work / be at work / start work / finish work**," etc. (*not the work*):

- Why isn't Ann **at work** today?
- What time do you **finish work**?

"**go home / come home / get home / arrive home**" (*no preposition*):

- Come on! Let's **go home**.
- What time did you **get home**?

"**be (at) home / stay (at) home**":

- Will you be **(at) home** tomorrow?
- We stayed **(at) home**.

a *Continents*: We do not say **the** with the names of continents:
Africa (*not the Africa*) Asia Europe South America

b *Countries and states*: We do not usually say **the** with the names of countries and states:
France (*not the France*) Japan Germany Nigeria Texas

But we say **the** with names that include words like “republic,” “kingdom,” “states”:

the Dominican Republic **the Republic of Ireland** **the United States (of America)**
the People's Republic of China **the United Kingdom** **the United Arab Emirates**

We also use **the** with *plural* names:

the Netherlands **the Philippines**

c *Cities*: We do not use **the** with the names of cities/towns/villages:
Cairo (*not the Cairo*) New York Madrid Tokyo
Exception: **The Hague** (in the Netherlands)

d *Islands*: Island groups usually have *plural* names with **the**:
the Bahamas **the Canaries/the Canary Islands** **the British Isles** **the Virgin Islands**
Individual islands usually have singular names without **the**:
Corfu Sicily Bermuda Easter Island

e *Regions*: We say:
the Middle East **the Far East**
the north of France **the south of Spain** **the west of Canada**
(*but: northern France / southern Spain / western Canada – without the*)

f *Mountains*: Mountain ranges usually have *plural* names with **the**:
the Rocky Mountains / the Rockies **the Andes** **the Alps**
But individual mountains usually have names without **the**:
(Mount) Everest (Mount) Fuji (Mount) Etna

g *Lakes*: Lakes usually have names without **the**:
Lake Superior Lake Victoria

h Names of *oceans/seas/rivers/canals* have **the**:
the Atlantic (Ocean) **the Indian Ocean** **the Mediterranean (Sea)** **the Red Sea**
the (English) Channel **the Nile** **the Amazon** **the Mississippi**
the Rhine **the Suez Canal** **the Panama Canal**
Note: On maps **the** is not usually included in the name.

Place names with **of** usually have **the**:
the Bay of Naples **the United States of America**
the Sea of Japan **the Gulf of Mexico**

a We do not normally use **the** with names of streets, roads, avenues, boulevards, squares, etc.:

Bloor Street
Wilshire Boulevard

Fifth Avenue
Broadway

Piccadilly Circus
Red Square

b Many names (for example, of airports or universities) are two or three words:

Kennedy Airport **Boston University**

The first word is usually the name of a person ("Kennedy") or a place ("Boston"). We do not usually say **the** with names like these:

Pearson International Airport
Penn Station

Buckingham Palace
Hyde Park

But we say "**the** White House," "**the** Royal Palace" because "white" and "royal" are not names. This is only a general rule. There are exceptions. See section (c) for hotels, etc., and section (e) for names with **of**.

c We usually say **the** before the names of these places:

hotels

the Hilton Hotel, **the** Sheraton (Hotel)

restaurants

the Bombay Restaurant, **the** Stage Delicatessen

theaters

the Shubert (Theater), **the** National Theater

movie theaters

the RKO Plaza, **the** Quad

museums/galleries

the Metropolitan Museum, **the** National Gallery,
the Louvre

buildings/monuments

the Empire State Building, **the** Washington Monument

But banks do not usually take **the**:

First Interstate Bank Citibank Lloyds Bank

d Many stores and restaurants are named after the people who started them. These names end in **s** or **'s**. We do not use **the** with these names:

- "Where did you buy that hat?" "At Macy's." (*not the Macy's*)
- We're going to have lunch at Mama Leone's. (*not the Mama Leone's*)

Churches are sometimes named after saints (St. = Saint):

St. John's Church St. Patrick's Cathedral

e We say **the** before the names of places, buildings, etc., with **of**:

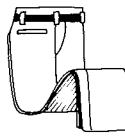
the Tower of London
the Great Wall of China

the Museum of Modern Art
the University of Southern California

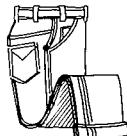
UNIT 74

Singular or plural?

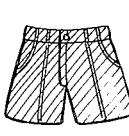
a We use some nouns only in the *plural*. For example:



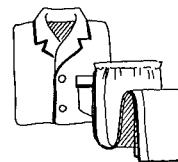
slacks/pants



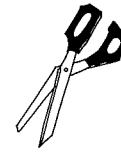
jeans



shorts



pajamas



scissors



glasses

You can also use **a pair of**... with these words:

- I need **some** new slacks. *or* I need **a new pair of** slacks.

b We do not often use the plural of **person** ("persons"). Instead we use **people**:

- He is **a nice person**. They are nice **people**. (*not* nice persons)

c These nouns end in **-s** but they are not usually plural:

mathematics physics economics athletics gymnastics news

- **Gymnastics** is my favorite sport.

- What time **is the news** on television? (See also Unit 65d.)

These words end in **-s** and can be singular *or* plural:

means

a means of transportation

many means of transportation

series

a television series

two television series

species

a species of bird

200 species of bird

d We always use a plural verb with **the police**:

- The police **have** arrested Tom.
- Are the police **paid** well?

e Sometimes we use a plural noun with a singular verb. We do this when we talk about a sum of money, a period of time, a distance, etc.:

- **Five thousand dollars** (= it) was stolen in the robbery. (*not* were stolen)
- **Three years** (= it) is a long time to be without a job. (*not* are)

f We say "a vacation of three **weeks**" but "a **three-week** vacation":

- I have a **three-week** vacation in July. (*not* a three-weeks vacation)

Here, **three-week** is used as an adjective before "vacation." When we use "three-weeks" as an adjective, it loses the **s**. So we say:

a ten-dollar bill (**not** dollars)

two 14-year-old girls

a four-week English course

a six-hour journey

You can also say "I have three weeks' vacation." See Unit 75d.

UNIT 75

...'s (apostrophe s) and ...of...

Monday's...etc.

s (or only an apostrophe (') with plurals) with periods of time:

- I have **a week's** vacation.
- I have **three weeks'** vacation.
- I need **eight hours'** sleep a night.
- My house is very near here – only about **five minutes'** walk

■ My house is very near here – only about **five minutes**.
Compare this structure with “**a three-week vacation**” (Unit 74e).

a The *reflexive pronouns* are:

| | | | |
|------------------|-----------|--|---------------------------------------|
| <i>singular:</i> | myself | yourself (<i>one person</i>) | himself/herself/itself/ themselves |
| <i>plural:</i> | ourselves | yourselves (<i>more than one person</i>) | |

We use a reflexive pronoun when the subject and object are the same:

Tom cut **himself** while he was shaving. (*not Tom cut him*)
■ The old lady sat in a corner talking to **herself**.
■ Don't get angry. Control **yourself!** (*said to one person*)
■ If you want more to eat, help **yourselves**. (*said to more than one person*)
■ The party was great. We enjoyed **ourselves** very much.
But we do not use "myself," etc., after **bring/take something with . . .**:
■ I went out and **took** an umbrella **with me**. (*not with myself*)

b We do not use "myself," etc., after **feel/relax/concentrate**:

■ I **feel great** after going for a swim. (*not I feel myself great*)
■ Why don't you try and **concentrate**?
■ It's good to **relax**.

We do not normally use "myself," etc., after **wash/dress/shave**:

■ I got up, **shaved**, **washed**, and **dressed**. (*not shaved myself, etc.*)

But we say: **I dried myself**.

Note how we use **meet**:

■ What time shall we **meet**? (*not meet ourselves / meet us*)

c Study the difference between **-selves** and **each other**:

■ Tom and Ann stood in front of the mirror and looked at **themselves**.
(= *Tom and Ann looked at Tom and Ann*)

but: Tom looked at Ann and Ann looked at Tom. They looked at **each other**.

You can use **one another** instead of **each other**:

■ Sue and Ann don't like **each other** (*or one another*).

d We also use **myself**, etc., in another way. For example:

■ "Who fixed your bicycle for you?" "Nobody. **I fixed it myself**."

I fixed it myself = *I fixed it, not anybody else. We use myself here to emphasize I.* Here are some more examples:

■ I'm not going to do it for you. **You** can do it **yourself**.
■ Let's paint the house **ourselves**. It will be much cheaper.
■ **The movie itself** wasn't very good, but I liked the music.
■ I don't think Tom will get the job. **Tom himself** doesn't think he'll get it. (*or Tom doesn't think he'll get it himself*.)

e **By myself/yourself**, etc. = **alone**. We say:

■ I like living **by myself**.
■ Did you go on vacation **by yourself**?
■ Jack was sitting **by himself** in a corner of the cafe.

a A friend of mine / a friend of Tom's

We say "a friend of mine/yours/his/hers/ours/theirs." (*not* a friend of me/you/him, etc.):

- A friend of mine is coming to stay with me next week. (*not* a friend of me)
- We went on vacation with some friends of ours. (*not* some friends of us)
- Tom had an argument with a neighbor of his.
- It was a good suggestion of yours to go swimming this afternoon.

We also say "a friend of Tom's," "a friend of my brother's," etc.:

- That man over there is a friend of my brother's.
- It was a good idea of Tom's to go swimming.

b My own... / your own..., etc.

You cannot say "an own..." ("an own house," "an own car," etc.)

You must use **my/your/his/her/its/our/their** before **own**:

my own house your own car her own room

My own... = something that is only mine, not shared or borrowed:

- The Browns live in an apartment, but they'd like to have **their own house**. (*not* an own house)
- I don't want to share with anyone. I want **my own room**.
- Unfortunately the apartment doesn't have **its own entrance**.
- It's **my own fault** that I don't have any money. I spend it too quickly.
- Why do you want to borrow my car? Why can't you use **your own** (car)?

You can also use **... own...** to say that you do something yourself instead of somebody else doing it for you. For example:

- Do you grow **your own vegetables**? (= do you grow them yourself in your garden instead of buying them?)
- Ann always cuts **her own hair**. (= she cuts it herself; she doesn't go to the hairdresser)



UNIT 78

All / all of, no / none of, most / most of, etc.

a

all no/none some any much/many most little/few each half

You can use these words (except **none** and **half**) with a noun:

- All cars have wheels.
- I have **no money**.
- Some people are very unfriendly.
- Did you put **any salt** in the soup?
- Hurry! We have **very little time**.
- Study **each sentence** carefully.

Be careful with **most**:

- **Most tourists** do not visit this part of the town. (*not* most of tourists, *not* the most tourists)
- George is much richer than **most people**.

b

You can also use these words (except **no**) alone, without a noun:

- “I need **some money**. Do you have **any**?” “Yes, but not **much**.”
- “How many cigarettes do you have?” “**None**.”
- Most people like Tom, but **some** don’t.

We usually say **each one** instead of **each** alone:

- There were three boxes on the table. **Each one** was a different color.

For **all** see Unit 83a.

c

You can also use these words (except **no**) with **of**.... So you can say **some of the people**, **all of these cars**, **none of my money**, etc.

When you use these words with **of**, you need **the/this/that/these/those/my/your/his**, etc. You cannot say “some of people,” “all of cars.” You must say: “some of **the** people,” “all of **these** cars,” etc.:

- **Some of the** people at the party were very friendly.
- **Most of my** friends live in Montreal.
- **None of this** money is mine.
- **Each of the** rooms in the hotel has its own bathroom.
- I haven’t read **many of these** books.

With **all** and **half** we usually leave out **of**:

all my friends (= all of my friends)

half the money (= half of the money) (*not* the half)

d

After **all of** / **none of**, etc., you can also use **it/us/you/them**:

- “How many of these people do you know?” “**None of them**.”
- Do **any of you** want to come to a party tonight?
- “Do you like this music?” “**Some of it**. Not **all of it**.”

You must say “**all of**” and “**half of**” before **it/us/you/them**:

all of us (*not* “all us”) **half of them** (*not* “half them”)

For **no** and **none** see Unit 81b.

For more information about the words in this unit see Units 79–83.

a We use **both**, **neither**, and **either** when we are talking about two things. You can use these words with a noun:

- **Both restaurants** are very good. (*not the both restaurants*)
- **Neither restaurant** is expensive.
- We can go to **either restaurant**. I don't care. (**either** = one or the other; it doesn't matter which one)
- I didn't like **either restaurant**. (*not the one or the other*)

b You can also use **both/neither/either** with **of . . .**. When you use these words with **of**, you always need **the/these/those/my/your/his**, etc. You cannot say, "both of restaurants." You have to say "both of **the** restaurants," "both of **these** restaurants," etc.:

- **Both of these** restaurants are very good.
- **Neither of the** restaurants we went to was (*or were*) expensive.
- We can go to **either of those** restaurants. I don't mind.

With **both** you can leave out **of**. So you can say:

both my parents *or* **both of my parents**

c After **both of / neither of / either of** you can also use **us/you/them**:

- **Can either of you** speak Spanish?
- I wanted Tom and Ann to come, but **neither of them** wanted to.

You must say: "both **of**" before **us/you/them**:

- **Both of us** were very tired. (*not Both us . . .*)

d After **neither of . . .** you can use a singular or a plural verb:

- Neither of the children **wants** (*or want*) to go to bed.
- Neither of us **is** (*or are*) married.

e You can say **both . . . and . . .**, **neither . . . nor . . .**, and **either . . . or . . .**. Study these examples:

- **Both Tom and Ann** were late.
- They were **both** tired **and** hungry.
- **Neither Tom nor Ann** came to the party.
- He said he would contact me, but he **neither** wrote **nor** called.
- I'm not sure where he is from. He's **either** Spanish **or** Italian.
- **Either** you apologize, **or** I'll never speak to you again.

f You can also use **both/neither/either** alone:

- "Is he British or American?" "Neither. He's Australian."
- "Do you want tea or coffee?" "Either. It doesn't matter."
- I couldn't decide which one to choose. I liked **both**.

For **I don't either** and **neither do I** see Unit 49c.

a In general we use **some** in positive sentences and **any** in negative sentences (but see also sections b and d):

- Ann has bought **some** new shoes.
- They don't have **any** children.
- I've got **something** in my eye.
- He's lazy. He **never** does **any** work.

We use **any** in the following sentences because the meaning is negative:

- He left home **without any money**. (He didn't have any money.)
- She **refused to say anything**. (She didn't say anything.)

b We often use **any/anyone/anything**, etc., after **if**:

- **If any** letters arrive for me, can you send them to this address?
- **If anyone** has any questions, I'll be glad to answer them.
- **If you need anything**, just ask.
- Buy some pears **if you see any**.

The following sentences are without **if**, but they have the idea of **if**:

- **Anyone** who wants to take the exam must give me their names before Friday. (= if there is anyone who . . .)
- I'll send on **any letters** that arrive for you. (= if there are any)

c In questions we usually use **any** (*not* **some**):

- Do you have **any** money?
- Has **anybody** seen Tom?

But we often use **some** in questions when we expect the answer "yes":

- What's wrong with your eye? Have you got **something** in it? (= I think you have something in your eye, and I expect you to say "yes")

We use **some** in questions, especially when we offer or ask for things:

- Would you like **some** tea?
- Can I have **some** of those apples?

d **Any** also has another meaning. **Any/anyone/anybody/anything/anywhere** can mean **it doesn't matter which/who/what/where**:

- You can catch **any of these buses**. They all go downtown. (= it doesn't matter which of these buses)
- Come and see me **any time** you want. (= it doesn't matter when)
- You can have **anything you want** for your birthday present.
- We left the door unlocked. **Anybody** could have come in.
- I'd rather go **anywhere** than stay at home during my vacation.
- "Sing a song." "Which song shall I sing?" "Any song. I don't care."

e **Someone/somebody/anyone/anybody** are singular words:

- Someone **wants** to see you.
- Is **anybody** there?

But we often use **they/them/their** after these words:

- If **anyone wants** to leave early, **they can**. (= he or she can)
- **Somebody has spilled their** (= his or her) coffee on the carpet.

For **some of / any of** see Unit 78. For **not . . . any** see Unit 81.

a **No none no one nobody nothing nowhere**

We use these negative words especially at the beginning of a sentence or alone:

- **No one (or Nobody)** came to visit me when I was in the hospital.
- No system of government is perfect.
- “Where are you going?” “**Nowhere**. I’m staying here.”
- **None** of these books are mine.
- “What did you do?” “**Nothing**.”

You can also use these words in the middle or at the end of a sentence. But don’t use “not” with these words. They are already negative:

- I saw **nothing**. (not I didn’t see nothing.)

In the middle or at the end of a sentence, we more often use: **not . . . any/anyone/anybody/anything/anywhere**:

- I **didn’t** see **anything**. (= I saw nothing.)
- We **don’t** have **any** money. (= We have no money.)
- The station **isn’t** **anywhere** near here. (= . . . is nowhere near here)
- She **didn’t** tell **anyone** about her plans. (= She told no one)

Where there is another negative word, you don’t need “not”:

- **Nobody** tells me **anything**. (= People don’t tell me anything.)

b **No and none**

We use **no** with a noun. **No** = **not a** or **not any**:

- We had to walk because there was **no bus**. (= there wasn’t a bus)
- I can’t talk to you now. I have **no time**. (= I don’t have any time)
- There were **no stores** open. (= There weren’t any stores open.)

We use **none** alone (without a noun):

- “How much money do you have?” “**None**.”

Or we use **none of**:

none of these shops **none of my money** **none of it/us/you/them**

After **none of** + a *plural* word (“**none of the girls** / **none of them**,” etc.), you can use a singular or a plural verb. A plural verb is more usual, especially in spoken English:

- None of the **people** I met **were** English.

c After **no one/nobody** we often say **they/them/their**:

- **Nobody** called, did **they**? (= did he or she)
- **No one** in the class did **their** homework. (= his or her homework)

d You can use **any/no** with *comparative* (any better / no bigger, etc.):

- Do you feel **any better** today? (= Do you feel better at all? – *said to someone who felt sick yesterday*)
- We’ve waited long enough. I’m **not** waiting **any longer**. (= not even a minute longer)
- I expected your house to be very big, but it’s **no bigger** than mine. (= not even a little bigger)

For **any** see also Unit 80.

UNIT **82**

Much, many, little, few, a lot, plenty

a Much many few little

We use **much** and **little** with uncountable nouns:

much time **much** luck **little** energy **little** money

We use **many** and **few** with plural nouns:

many friends **many** people **few** cars **few** countries

b A lot (of) lots (of) plenty (of)

We use **a lot of** / **lots of** / **plenty of** with uncountable and plural nouns:

a lot of luck **lots of** time **plenty of** money
a lot of people **lots of** books **plenty of** ideas

Plenty = more than enough:

- “Have some more to eat.” “No, thank you. I’ve had **plenty**.”
- There’s no need to hurry. We have **plenty of time**.

c We use much and many mainly in negative sentences and questions:

- We didn’t spend **much** money.
- Do you have **many** friends?

In positive sentences it is usually better to use **a lot (of)**. **Much** is not normally used in positive sentences:

- We spent **a lot of** money. (*not* we spent much money)
- There has been **a lot of** rain recently. (*not* much rain)

But we use **too much** and **so much** in positive sentences:

- I can’t drink this tea. There’s **too much** sugar in it.

d Little / a little / few / a few

Little and **few** (without **a**) are negative ideas:

- Hurry up! There’s **little** time. (= not much, not enough time)
- He’s not popular. He has **few** friends. (= not many, not enough friends)

We often use **very** before **little** and **few** (**very little** and **very few**):

- There’s **very little** time.
- He has **very few** friends.

“**A little**” and “**a few**” are more positive ideas. **A little / a few** = some, a small amount, or a small number:

- Let’s go and have a cup of coffee. We have **a little** time before the train leaves. (= some time, enough time to have a drink)
- “Do you have any money?” “Yes, **a little**. Do you want to borrow some?”
- I enjoy my life here. I have **a few** friends and we get together. (**a few friends** = not many but enough to have a good time)
- “When did you last see Tom?” “**A few** days ago.” (= some days ago)

But “**only a little**” and “**only a few**” have a negative meaning:

- Hurry up! We **only** have **a little** time.
- The town was very small. There were **only a few** houses.

a All everyone everybody everything

We do not normally use **all** to mean **everyone/everybody**:

- **Everybody** enjoyed the party. (*not All enjoyed . . .*)
- Ann knows **everyone** on her street. (*not . . . all on her street*)

Sometimes you can use **all** to mean **everything**, but it is usually better to say **everything**:

- He thinks he knows **everything**. (*not knows all*)
- It was a terrible vacation. **Everything** went wrong. (*not all went wrong*)

But you can use **all** in the expression **all about**:

- They told us **all about** their vacation.

We also use **all** to mean **the only thing(s)**:

- All I've eaten today is a sandwich. (= the only thing I've eaten)

b We use a *singular* verb after **every/everyone/everybody/everything**:

- **Every seat** in the theater was taken.
- **Everybody looks** tired today.
- **Everything** she said **was** true.

But we often use **they/their** after **everyone/everybody**, especially in spoken English:

- Has **everyone** got **their** tickets? (= his or her ticket)
- **Everybody** said **they** would come. (= he or she would come)

c All and whole

We use **whole** mainly with singular nouns:

- Have you read **the whole book**? (= all the book, not just a part of it)
- He was very quiet. He didn't say a word **the whole evening**.
- She has spent **her whole life** in South America.

We say **the/my/her**, etc., before **whole**. Compare:

the whole book / all **the book** **her whole life** / all **her life**

You can also say "a **whole . . .**":

- Jack ate **a whole loaf of bread** yesterday. (= a complete loaf)

We do not normally use **whole** with uncountable nouns:

- **all the money** (*not the whole money*)

d Every/all/whole with time words

We use **every** to say how often something happens. So we say **every day** / **every week** / **every Monday** / **every ten minutes** / **every three weeks**, etc.:

- We go out **every Friday night**.
- The buses run **every ten minutes**.
- Ann goes to see her mother **every three weeks**.

All day / the whole day = the complete day:

- We spent **all day** / **the whole day** on the beach.
- I've been trying to find you **all morning** / **the whole morning**.

Note that we say **all day / all week**, etc. (*not all the day / all the week*)

For **all** see also Units 78 and 102c.

a Study this example:

The man **who lives next door** is very friendly.
relative clause

A *clause* is a part of a sentence. A *relative clause* tells us which person or thing (or what kind of person or thing) the speaker means:

- The man **who lives next door** . . . (**who lives next door** tells us which man)
- People **who live in Paris** . . . (**who live in Paris** tells us what kind of people)

We use **who** in a relative clause when we are talking about *people*. We use **who** instead of **he/she/they**:

| | | |
|---------------------------|-------------|--|
| the man – | he | lives next door – is very friendly |
| → The man | who | lives next door is very friendly. |
| we know a lot of people – | they | live in Boston |
| → We know a lot of people | who | live in Boston. |

- An architect is someone **who designs buildings**.
- What was the name of the man **who lent you the money**?
- The girl **who was injured in the accident** is now in the hospital.
- Anyone **who wants to take the exam** must sign up before next Friday.

It is also possible to use **that** instead of **who**:

- The man **that** lives next door is very friendly.

But sometimes you must use **who** for people – see Unit 87.

b When we are talking about *things*, we use **that** (not **who**) in a relative clause. We use **that** instead of **it/they**:

where are the eggs? – **they** were in the refrigerator

Where are the eggs **that** were in the refrigerator?

- I don't like stories **that have unhappy endings**.
- Jerry works for a company **that makes typewriters**.
- Everything **that happened** was my fault.
- The window **that was broken** has now been repaired.

You can also use **which** for things (but not for people):

- Where are the eggs **which** were in the refrigerator?

That is more usual than **which** in the sentences in this unit. But sometimes you must use **which** – see Unit 87.

c Remember that we use **who/that/which** instead of **he/she/they/it**:

- Do you know the man **who** lives next door? (*not . . . who he lives . . .*)

Now study the next unit for more information about relative clauses.

a Look again at these examples from Unit 84:

- The man **who lives next door** is very friendly. (*or that lives*)
- Where are the eggs **that were in the refrigerator?** (*or which were*)

In these sentences **who** and **that** are *subjects* of the verbs in the relative clauses: the man lives next door, the eggs were in the refrigerator. You cannot leave out **who** or **that** in these sentences.

Sometimes **who** and **that** are *objects* of the verbs:

the man – I wanted to see **him** – was away on vacation

→ The man **who** (or **that**) I wanted to see was away on vacation.

have you found the keys? – you lost **them**

→ Have you found the keys **that** you lost?

When **who** or **that** are objects of the verb in the relative clause, you can leave them out:

- The man **I wanted to see** was away on vacation. (*but not The man I wanted to see him was away on vacation.*)
- Have you found **the keys you lost?** (*but not Have you found the keys you lost them?*)
- The dress **Ann bought** doesn't fit her very well. (= the dress **that Ann bought**)
- The woman **Jerry is going to marry** is Mexican. (= the woman **who/that Jerry is going to marry**)
- Is there **anything I can do?** (= is there anything **that I can do?**)

b There are often prepositions (**in/at/with**, etc.) in relative clauses. Study the position of the prepositions in these sentences:

do you know the girl? – Tom is talking **to** her

→ Do you know the girl (**who/that**) Tom is talking **to** ?

the bed – I slept **in** it last night – wasn't very comfortable

→ The bed (**that**) I slept **in** last night wasn't very comfortable.

- The man (**who/that**) I sat next to **on the plane** talked all the time.
- Are these the books (**that**) you have been looking for?
- The girl (**who/that**) he fell in love with left him after a few weeks.

c You cannot use **what** instead of **that**:

- Everything (**that**) he said was true. (*not everything what he said*)
- I gave her **all the money (that) I had.** (*not all . . . what I had*)

What = the thing(s) that:

- Did you hear **what I said?** (= the words that I said)
- I won't tell anyone **what happened.** (= the thing that happened)

a **Whose**

We use **whose** in relative clauses instead of **his/her/their**:

we saw some people – **their** car had broken down
→ We saw some people **whose** car had broken down.

We use **whose** mostly for people:

- A widow is a woman **whose husband is dead**. (her husband is dead)
- What's the name of the girl **whose car you borrowed**? (you borrowed her car)
- The other day I met someone **whose brother I went to school with**. (I went to school with his brother)

b **Whom** is possible instead of **who** (for people) when it is the *object* of the verb in the relative clause (like the sentences in Unit 85):

- The man **whom I wanted to see** was away on vacation. (I wanted to see **him**)

You can also use **whom** with a preposition (to/from/with **whom**, etc.):

- The woman **with whom he fell in love** left him after a few weeks. (he fell in love **with her**)

But we do not often use **whom**. In spoken English we normally prefer **who** or **that** (or you can leave them out – see Unit 85):

- The man **(who/that) I wanted to see** . . .
- The woman **(who/that) he fell in love with** . . .

For **whom** see also Units 87 and 88.

c **Where**

You can use **where** in a relative clause to talk about places:

the hotel – we stayed **there** – wasn't very clean
→ The hotel **where** we stayed wasn't very clean.

- I recently went back to **the town where I was born**. (or the town (that) I was born in)
- I would like to live in **a country where there is plenty of sunshine**.

d We use **that** (or we leave it out) when we say **the day / the year / the time**, (etc.) **that something happened**:

- Do you still remember **the day (that) we first met**?
- **The last time (that) I saw her**, she looked very well.
- I haven't seen them since **the year (that) they got married**.

e You can say **the reason why something happens** or **the reason that something happens**. You can also leave out **why** and **that**:

- **The reason (why/that) I'm calling you** is to invite you to a party.

a Look again at these examples from Units 84 and 85:

- The man **who lives next door** is very friendly.
- Jerry works for a company **that makes typewriters**.
- Have you found the keys **(that) you lost**?

In these examples, the relative clauses tell us *which person or thing (or what kind of person or thing)* the speaker means:

“The man **who lives next door**” tells us *which man*.

“a company **that makes typewriters**” tells us *what kind of company*.

“the keys **(that) you lost**” tells us *which keys*.

But not all relative clauses are like this. For example:

- Tom’s father, **who is 78**, goes swimming every day.
- The house at the end of the street, **which has been empty for two years**, has just been sold.

In these examples the relative clauses (**who is 78** and **which has been empty for two years**) do *not* tell us which person or thing the speaker means. *We already know* which person or thing is meant: “**Tom’s father**” and “**the house at the end of the street**.” The relative clauses in these sentences give us *extra information* about the person or thing.

b In these “extra information” relative clauses you have to use **who** for people and **which** for things. You cannot use **that**, and you cannot leave out **who** or **which**.

When you write clauses like this, you have to put *commas (,)* at the beginning and at the end of the clause. Study these examples:

- Mr. Yates, **who has worked for the same company all his life**, is retiring next month.
- The strike at the car factory, **which lasted ten days**, is now over.

When the clause comes at the end of the sentence, you have to put a **comma** before the clause:

- Yesterday I met John, **who told me he was getting married**.
- She told me her address, **which I wrote down on a piece of paper**.

Remember that we use **who/which** instead of **he/she/it/they**:

- Last night we went to Ann’s party, **which we enjoyed very much**. (*not* which we enjoyed *it* very much)

c You can also use **whose**, **whom**, and **where** in relative clauses with “extra information”:

- Martin, **whose mother is Spanish**, speaks both Spanish and English fluently.
- Mr. Hill is going to Canada, **where his son has been living for five years**.
- My sister, **whom (or who) you once met**, is visiting us next week.

For more information about **whose**, **whom**, and **where** see Unit 86.

See also the next unit for “extra information” relative clauses.

You should study Unit 87 before you study this unit.

a *Prepositions + whom/which*

In “extra information” clauses you can use a preposition before **whom** (for people) and **which** (for things). So you can say “**to whom / with whom / about which / for which**,” etc.:

- Mr. Carter, **to whom** I spoke last night, is very interested in our plan.
- Fortunately we had a map, **without which** we would have gotten lost.

But in spoken English we often keep the preposition after the verb in the relative clause.

When we do this, we normally use **who** (*not whom*):

- This is Mr. Carter, **who** I was telling you **about**.
- Yesterday we visited the National Museum, **which** I'd never been **to** before.

b *All of/most of, etc. + whom/which* Study these examples:

| |
|--|
| Jack has three brothers. All of them are married. (2 sentences) |
| → Jack has three brothers, all of whom are married. (1 sentence) |
| Ann has a lot of books. She hasn't read most of them. (2 sentences) |
| → Ann has a lot of books, most of which she hasn't read. (1 sentence) |

You can also say:

none of/many of/much of/(a) few of/some of
any of/half of/each of/both of/neither of
either of/one of/two of, etc. } + **whom** (people)
} + **which** (things)

- He tried on three jackets, **none of which** fit him.
- They've got three cars, **two of which** they never use.
- Sue has a lot of friends, **many of whom** she went to school with.
- Two men, **neither of whom** I had seen before, came into my office.

c *Which (not what)*

Study this example:

| | | |
|------------------------------|-------|------------------------------------|
| Jim passed his driving test. | This | surprised everybody. (2 sentences) |
| Jim passed his driving test, | which | surprised everybody. (1 sentence) |
| | | relative clause |

In this example **which** = the fact that he passed his driving test. You *cannot* use **what** instead of **which** in sentences like this:

- She couldn't come to the party, **which was a pity**. (*not . . . what was a pity*)
- The weather was very good, **which we hadn't expected**. (*not . . . what we hadn't expected*)

For **what** see Unit 85c.

a A *clause* is a part of a sentence. Some clauses begin with **-ing** or **-ed**:

- Do you know the woman **talking to Tom** ? (-ing clause)
- The man **injured in the accident** was taken to the hospital. (-ed clause)

b We use **-ing** clauses to say what someone (or something) is doing or was doing at a particular time:

- Do you know the woman **talking to Tom**? (the woman **is talking** to Tom)
- The police officers **investigating the robbery** are looking for three men. (the police officers **are investigating** the robbery)
- I was awakened by a bell **ringing**. (the bell **was ringing**)
- Who was that man **standing outside**? (the man **was standing** outside)
- Can you hear someone **singing**? (someone **is singing**)

For **see/hear someone doing something** see Unit 63.

When you are talking about *things* (and sometimes people), you can use an **-ing** clause for permanent characteristics (what something does all the time, not just at a particular time):

- The road **joining the two villages** is very narrow. (the road joins the two villages)
- I live in a pleasant room **overlooking the garden**. (the room overlooks the garden)

c **-ed** clauses have a *passive* meaning:

- The man **injured in the accident** was taken to the hospital. (the man **was injured** in the accident)
- None of the people **invited to the party** can come. (the people **have been invited** to the party)

Injured and **invited** are *past participles*. Many verbs have irregular past participles that do not end in **-ed**. For example: **stolen/made/bought/written**, etc.:

- The money **stolen in the robbery** was never found. (the money **was stolen** in the robbery)
- Most of the goods **made in this factory** are exported. (the goods **are made** in this factory)

For a full list of irregular verbs see Appendix 2.

d We often use **-ing** and **-ed** clauses after **there is / there was**, etc.:

- **Is there** anybody **waiting** to see me?
- **There were** some children **swimming** in the river.
- When I arrived, **there was** a big red car **parked** outside the house.

For more information about **-ing** clauses see Unit 64.

a There are many pairs of adjectives ending in -ing and -ed. For example: **boring** and **bored**. Study this example situation:



Jane has been doing the same job for a very long time. Every day she does exactly the same thing over and over. She doesn't enjoy it any more and would like to do something different.

Jane's job is boring.
Jane is bored (with her job).

Someone is **-ed** if something (or someone) is **-ing**. Or, if something is **-ing**, it makes you **-ed**. So:

- Jane is **bored** because her job is **boring**.
- Jane's job is **boring**, so Jane is **bored**. (*not Jane is boring*)

Now study these examples:

Someone is **interested** because something (or someone) is **interesting**:

- Tom is **interested** in politics. (*not interesting* in politics)
- Tom finds politics **interesting**.
- Are you **interested** in buying a car?
- Did you meet anyone **interesting** at the party?

Someone is **surprised** because something is **surprising**:

- Everyone was **surprised** that she passed the exam.
- It was **surprising** that she passed the exam.

Someone is **disappointed** because something is **disappointing**:

- I was **disappointed** with the movie. I expected it to be much better.
- The movie was **disappointing**. I expected it to be much better.

Someone is **tired** because something is **tiring**:

- He is always very **tired** when he gets home from work.
- He has a very **tiring** job.

b Other pairs of adjectives ending in -ing and -ed are:

| | | | |
|--------------|-------------|-------------|------------|
| fascinating | fascinated | horrifying | horrified |
| exciting | excited | terrifying | terrified |
| amusing | amused | frightening | frightened |
| amazing | amazed | depressing | depressed |
| astonishing | astonished | worrying | worried |
| shocking | shocked | annoying | annoyed |
| disgusting | disgusted | exhausting | exhausted |
| embarrassing | embarrassed | satisfying | satisfied |
| confusing | confused | | |

Adjectives:

Word order ("a **nice new house**")

After verbs ("Do you **feel tired**?")

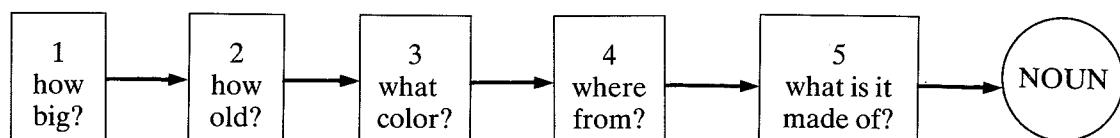
a Sometimes we use two or more adjectives together:

- Tom lives in a **nice new** house.
- In the kitchen there was a **beautiful large round wooden** table.

Adjectives like **new/large/round/wooden** are *fact* adjectives. They give us objective information about something (age, size, color, etc.). Adjectives like **nice/beautiful** are *opinion* adjectives. They tell us what someone thinks of something.
Opinion adjectives usually go before *fact* adjectives:

| | <i>opinion</i> | <i>fact</i> | |
|----|--------------------|---------------------------|-------|
| a | nice | sunny | day |
| | delicious | hot | soup |
| an | intelligent | young | man |
| a | beautiful | large round wooden | table |

b Sometimes there are two or more *fact* adjectives. Very often (but not always) we put *fact* adjectives in this order:



a tall young man (1→2)

big blue eyes (1→3)

a small black plastic bag (1→3→5)

a large wooden table (1→5)

an old Russian song (2→4)

an old white cotton shirt (2→3→5)

Adjectives of size and length (**big/small/tall/short/long**, etc.) usually go before adjectives of shape and width (**round/fat/thin/slim/wide**, etc.):

a large round table a tall thin woman a long narrow street

c We also use adjectives after some verbs, especially **be/get/become**:

Are you **tired**? Be **careful**! I'm getting **hungry**.

We also use adjectives after: **feel smell taste sound seem look**:

- Do you **feel tired**?
- Dinner **smells good**.
- This coffee **tastes strong**.
- Tom **sounded angry** when I spoke to him on the phone.
- Your friend **seems very nice**.

But after other verbs you must use an *adverb* (see also Units 92 and 93):

- **Drive carefully!** (*not* drive careful)
- Susan **plays** the piano **very well**. (*not* plays . . . very good)
- Tom **shouted** at me **angrily**. (*not* shouted . . . angry)

Look We use an adjective after **look** when it means **seem**:

- Tom **looked sad** when I saw him.

But after **look at** we use an *adverb*:

- Tom **looked at me sadly**. (*not* looked at me sad)

UNIT **92**

Adjectives and adverbs (1) (quick/quickly)

a Study these examples:

- Our vacation was too short – the time went **quickly**.
- The driver of the car was **seriously injured** in the accident.

Quickly and **seriously** are *adverbs*. Many adverbs are made from an adjective + **-ly**:

| | | | | | | |
|-------------------|---------|-----------|-----------|---------|---------|-------|
| <i>adjective:</i> | quick | serious | careful | quiet | heavy | bad |
| <i>adverb:</i> | quickly | seriously | carefully | quietly | heavily | badly |

For spelling rules see Appendix 3. For **hard/fast/well** see Unit 93.

Not all words ending in **-ly** are adverbs. Some adjectives end in **-ly** too. For example:
friendly lively elderly lonely silly lovely

b Adjective or adverb?

An adjective tells us more about a *noun*. We use adjectives before nouns and after a few verbs (especially **be**):

- Tom is a **careful driver**.
- **Be quiet**, please!
- We didn't go out because of the **heavy rain**.
- I was disappointed that my exam results **were so bad**.

For adjectives after **look/smell/feel**, etc., see Unit 91c.

An adverb tells us more about a *verb*. An adverb tells us in what way someone does something or in what way something happens:

- Tom **drove carefully** along the narrow road. (*not drove careful*)
- **Speak quietly**, please! (*not speak quiet*)
- We didn't go out because it was **raining heavily**. (*not raining heavy*)
- I was disappointed that I **did so badly** on the exam. (*not did so bad*)

Compare: She speaks **perfect English**. (*adjective + noun*)

She **speaks English perfectly**. (*verb + object + adverb*)

c We also use adverbs before *adjectives* and *other adverbs*. For example:

| | |
|---------------------------|-------------------------------|
| reasonably cheap | (<i>adverb + adjective</i>) |
| terribly sorry | (<i>adverb + adjective</i>) |
| incredibly quickly | (<i>adverb + adverb</i>) |

- It's a **reasonably cheap** restaurant and the food is **extremely good**.
- Oh, I'm **terribly sorry**. I didn't mean to push you.
- Maria learns languages **incredibly quickly**.
- I was **bitterly disappointed** that I didn't get the job.
- The examination was **surprisingly easy**.

You can use an adverb before a *past participle* (*injured/organized*, etc.):

- The meeting was **very badly organized**.
- The driver of the car was **seriously injured** in the accident.
- The building was **totally destroyed** in the fire.

a **Good/well** **Good** is an *adjective*. The *adverb* is **well**:

- Your **English** is very **good**. You **speak English well**.
- Susan is a **good pianist**. She **plays the piano well**.

We often use **well** with *past participles* (**dressed/known**, etc.):

well dressed (*not good dressed*) **well known** **well educated**

But **well** is also an *adjective* with the meaning "in good health":

- "How are you today?" "I'm very **well**, thanks." (*not I'm very good*)

b **Fast/hard/late** These words are both adjectives and adverbs:

adjective

Jack is a very **fast runner**.

Ann is a **hard worker**.

The train **was late**.

adverb

Jack **can run very fast**.

Ann **works hard**. (*not works hardly*)

I **got up late** this morning.

The adverb **lately** = recently:

- Have you seen Tom **lately**?

c **Hardly** has a completely different meaning from **hard**:

Hardly = almost not. Study these examples:

- George asked Carol to marry him. She was surprised because they had only known each other for two days. She said: "We can't get married now! We **hardly** know each other." (= we know each other very little; we almost don't know each other)
- Why was Tom so unfriendly at the party last night? He **hardly** spoke to me. (= he spoke to me very little)

We often use **hardly** with **can/could**:

- Your writing is terrible. I **can hardly** read it. (= I can read it but only with a lot of difficulty)
- My leg was hurting me. I **could hardly** walk.

We also use **hardly** with **any/anyone/anything/anywhere**:

- "How much money do you have?" "**Hardly any**." (= almost none; very little)
- The exam results were very bad. **Hardly anyone** passed. (= almost no one passed; very few people passed)
- She ate **hardly anything** because she didn't feel hungry. (= she ate almost nothing; she ate very little)

Note that you can say:

- She ate **hardly anything**. *or* She **hardly ate anything**.
- We have **hardly any** food. *or* We **hardly have any** food.
- We've done **hardly any** work. *or* We've **hardly done any** work.

Hardly ever = almost never:

- I'm nearly always at home in the evenings. I **hardly ever** go out.

UNIT
94

So and such

a Study these examples:

- I didn't enjoy the book. The story was **so stupid**.
- I didn't enjoy the book. It was **such a stupid story**.

We use **so** with an adjective *without* a noun: **so stupid**

We use **such** with an adjective *with* a noun: **such a stupid story**

You can also use **so** with an adverb:

- He's difficult to understand because he speaks **so quickly**.

b **So** and **such** make the meaning of the adjective stronger:

- It's a beautiful day, isn't it? It's **so warm**. (= really warm)
- We enjoyed our vacation. We had **such a good time**. (= a really good time)

Compare **so** and **such** in these sentences:

- I like Tom and Ann. They are **so nice**.
- I like Tom and Ann. They are **such nice people**. (*not* so nice people)

We often say **so . . . that . . .** and **such . . . that . . .**:

- I was **so tired that** I went to bed at seven o'clock.
- She worked **so hard that** she made herself sick.
- It was **such beautiful weather that** we spent the whole day in the park.
- The book was **so good that** I couldn't put it down.
It was **such a good book that** I couldn't put it down.

You can leave out **that** in these sentences:

- I was so tired (that) I went to bed at 7 o'clock.

c In these sentences we use **so** and **such** in a different way:

- I expected the weather to be much cooler. I didn't expect it to be **so warm**.
(= as warm as it is)
- I'm tired because I got up at 6 o'clock. I don't usually get up **so early**. (= as early as 6 o'clock)
- Hurry up! Don't walk **so slowly**. (= as slowly as you are walking)
- I was surprised when Jack told me the house was built 100 years ago.

| | |
|--|---------------------|
| I didn't realize it was so old . | (= as old as it is) |
| I didn't realize it was such an old house . | (= as old as it is) |

d We say: **so long** but "**such a long time**"; **so far** but "**such a long way**"; **so many, so much** but "**such a lot (of)**":

- I haven't seen him for **so long** that I've forgotten what he looks like. (*or . . . for such a long time . . .*)
- I didn't know you lived **so far** from the city. (*or . . . such a long way from . . .*)
- Why did you buy **so much** food? (*or . . . such a lot of food?*)

a The position of **enough**:**Enough** goes *after* adjectives and adverbs:

- He didn't get the job because he wasn't **experienced enough**. (*not enough experienced*)
- You won't pass the exam if you don't work **hard enough**.
- She can't get married yet. She's not **old enough**.

Enough goes *before* nouns:

- He didn't get the job because he didn't have **enough experience**. (*not experience enough*)
- I'd like to take a vacation, but I don't have **enough money**.
- Some of us had to sit on the floor because there weren't **enough chairs**.

You can also use **enough** alone (without a noun):

- I'll lend you some money if you don't have **enough**.

b After **enough** and **too** you can say **for someone/something**:

- I don't have enough money **for a vacation**.
- He wasn't experienced enough **for the job**.
- This shirt is too big **for me**. I need a smaller size.

But we do not usually say "enough/too . . . for doing something." We use the *infinitive* after **enough** and **too**. So we say "**enough** money **to do** something," "**old enough to do** something," "**too young to do** something," etc.:

- I don't have **enough money to take** a vacation. (*not for taking*)
- He wasn't experienced enough **to do** the job.
- She's only sixteen. She's not **old enough to get** married. (*or She's too young to get married*.)
- Let's take a taxi. It's **too far to walk**.
- There weren't **enough chairs for** everyone **to sit down**.
- The weather wasn't nice **enough to go** swimming.
- She spoke **too quickly for** us **to understand**.

c We say:

- The food was so hot that we couldn't eat **it**.
and: The food was very hot. We couldn't eat **it**.

or we say:

- The food was **too hot to eat**. (*without "it"*)

Here are some more examples like this:

- That picture is **too heavy to hang** on the wall.
- I had to carry my wallet in my hand. It was **too big to put** in my pocket.
- The water wasn't **clean enough to swim in**.

UNIT 96

The infinitive after adjectives

a Compare these two sentences:

Jim doesn't speak very clearly. { A **It is difficult to understand him.**
B **He is difficult to understand.**

Sentences A and B have the same meaning. But note that we say "**He is difficult to understand.**" (*not* **He is difficult to understand him.**)

You can use the structure in sentence B after **difficult/easy/impossible/hard** and after a few other adjectives:

- Your writing is almost **impossible to read.** (*not* . . . to read it)
(= It is almost impossible to read your writing.)
- Do you think this water is **safe to drink?** (*not* . . . to drink it)
- Jill is very **interesting to talk to.** (*not* . . . to talk to her)

You can also use this structure with an **adjective + noun:**

- This is a very **difficult question** to answer. (*not* . . . to answer it)
- Jill is an **interesting person** to talk to.
- I enjoyed the soccer game. It was an **exciting game** to watch.

b We use the *infinitive* after **the first / the second / the third**, etc., and also after **the next** and **the last:**

- Who was **the first person to reach** the South Pole?
- If I have any more news, you'll be **the first to know.**
- **The next plane to arrive** at gate 4 will be Flight 61 from Buenos Aires.
- Who was **the last person to leave** the building last night?

c You can use the *infinitive* after a number of adjectives to say how someone feels about something. For example:

- I was **sorry to hear** that your father is ill.
- Was Tom **surprised to see** you when you visited him?
- I was **delighted to get** your letter last week.

Other adjectives you can use in this way include:

| | | | |
|-------|---------|--------------|------------|
| happy | pleased | disappointed | amazed |
| glad | sad | relieved | astonished |

d Note the structure (**it is**) **nice of someone to do something.** This structure is possible after a number of adjectives, including:

| | | | | |
|------|--------|--------|----------|----------|
| nice | mean | silly | polite | generous |
| kind | stupid | clever | careless | foolish |

- It was **nice of you to take** me to the airport. Thank you very much.
- It was **careless of Jack to leave** the door unlocked when he went out.
- It's **stupid of him to give** up his job when he needs the money.
- It was very **generous of Ann to lend** us the money.

a Study these examples:

Let's go by car. It's **cheaper**.
Don't go by train. It's **more expensive**.

Cheaper and **more expensive** are *comparative forms*.

After comparatives we use **than**:

- It's cheaper to go by car **than** to go by train.

For **than** see also Unit 99.

b We use **-er** for the comparative of short adjectives and adverbs:

cheap/cheaper hard/harder large/larger thin/thinner

- This jacket is too small. I need a **larger** size.
- Ann works **harder** than most of her friends.

We prefer **-er** with some two-syllable adjectives, especially adjectives ending in **-y**. For example:

lucky/luckier funny/funnier easy/easier pretty/pretty

and also: quiet/quieter narrow/narrower simple/simpler

- The examination was **easier** than we expected.
- It's too noisy here. Can we go somewhere **quieter**?

For spelling rules see Appendix 3.

c We use **more . . . (not -er)** for other two-syllable adjectives and longer adjectives:

more modern more serious more expensive more comfortable

- **More expensive** hotels are usually **more comfortable** than **cheaper** ones.
- Her illness was **more serious** than we first thought.

We also use **more . . .** for adverbs that end in **-ly**:

more slowly more seriously more quietly more carefully

- Could you speak **more slowly**, please?

We also say **more often**:

- I don't play tennis much now. I used to play **more often**.

But we say **earlier** (*not* **more early**):

- You're always tired in the mornings. You should go to bed **earlier**.

d Before the comparative of adjectives and adverbs you can use:

a (little) bit a little much a lot far (= a lot)

- Let's go by car. It's **much** (*or a lot*) **cheaper**.
- Don't go by train. It's **much** (*or a lot*) **more expensive**.
- Ann works **a lot** (*or much*) **harder** than most of her friends.
- Could you speak **a (little) bit** (*or a little*) **more slowly**?
- Her illness was **far more serious** than we first thought.

a Some adjectives and adverbs have irregular comparative forms:

| | | |
|------------------|--|---|
| good/well | better | Let me ask him. I know him better than you do. The garden looks better since you tidied it up. |
| bad/badly | worse | “Is your headache better ?” “No, it’s worse .” The situation was much worse than we expected. |
| far | further (or farther) | I’m very tired. I can’t walk much further . (or . . . much farther .) |

Further (*but not farther*) can also mean **more** or **additional**:

- Let me know immediately if you hear any **further** news. (= any more news)

Note the comparative words **more** and **less**:

- I smoke **more** than I used to.
- We’ve got **less** time than I thought.

b **Older** and **elder**

The comparative of **old** is **older**:

- Tom looks **older** than he really is. (*not elder*)

We use **elder** when we are talking about members of a family. We say (**my**) **elder brother/sister/son/daughter** (**older** is also possible):

- **My elder (or older) brother** is a pilot.

We use **elder** only before a noun:

- My brother is **older** than me. (*not elder than me*)

For **eldest** see Unit 100c.

c Sometimes you can use two comparatives together. For example: **harder and harder**, **more and more**, **more and more difficult**. We use this structure to say that something is changing continuously:

- It’s becoming **harder and harder** to find a job.
- Your English is improving. It’s getting **better and better**.
- It’s becoming **more and more difficult** to find a job.
- These days **more and more** people are learning English.

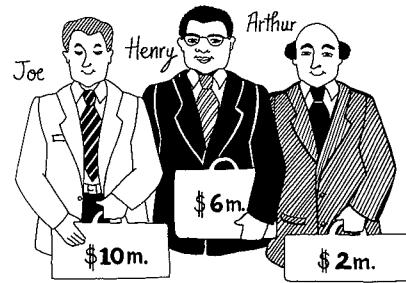
d Note the structure **the + comparative the better**. For example:

- “What time shall we leave?” “**The sooner the better.**” (= it will be best if we leave as soon as possible)
- “What size box do you want?” “**The bigger the better.**” (= it will be best if the box is as big as possible)

We also use **the . . . the . . .** (with two comparatives) to say that one thing depends on another thing:

- **The warmer the weather, the better** I feel.
- **The earlier** we leave, **the sooner** we will arrive.
- **The more expensive** the hotel, **the better** the service.
- **The more** electricity you use, **the higher** your bill will be.
- **The more** you have, **the more** you want.

a Study this example situation:



Joe, Henry, and Arthur are all millionaires. They are all very rich. Joe has \$10 million, Henry has \$6 million, and Arthur has \$2 million. So:

Henry is rich.

He is richer than Arthur

But he isn't as rich as Joe. (= Joe is richer than Henry is)

Here are some more examples of **not as...as**:

- Sue isn't as old as she looks. (= she looks older than she is)
- The shopping center wasn't as crowded this morning as it usually is. (= it is usually more crowded)
- Jim didn't do as well on his exam as he had hoped. (= he had hoped to do better)
- "The weather's better today, isn't it?" "Yes, it's not as cold." (= yesterday was colder)
- I don't know as many people as you do. (= you know more people)

You can also say “not so . . . as” (instead of “not as . . . as”):

- Henry isn't so rich as Joe.

b You can also use **as...as** (but not “so...as”) in positive sentences and in questions:

- I'm sorry I'm late. I got here **as fast as** I could.
- There's plenty of food, so eat **as much as** you like.
- Let's walk. It's **just as quick as** taking the bus.
- Can you send me the money **as soon as** possible, please?

We also say **twice as . . . as**, **three times as . . . as**, etc.

- Gasoline is **twice as expensive as** it was a few years ago
- Their house is about **three times as big as** ours.

C We say **the same as** (*not* the same like):

- Ann's salary is **the same as** mine. (or Ann gets **the same salary as** me.)
- Tom is **the same age as** George.
- "What would you like to drink?" "I'll have **the same as** last time."

d After **than** and **as** it is more usual to say **me/him/her/them/us** when there is no verb. Compare these sentences:

- You are taller than I am. *but:* You are taller **than me**.
- They have more money **than we have**. *but:* They have more money **than us**.
- I can't run as fast **as he can**. *but:* I can't run as fast **as him**.

a Study these examples:

What is **the longest** river in the world?
What was **the most enjoyable** vacation you've ever had?
Longest and **most enjoyable** are *superlative* forms.

b We use **-est** or **most . . .** to form the superlative of adjectives and adverbs. In general we use **-est** for shorter words and **most . . .** for longer words. (The rules are the same as those for the comparative – see Unit 97.) For example:

| | | | |
|--------------------------------|--------------------|-----------------------|-----------------------|
| long/longest | hot/hottest | easy/easiest | hard/hardest |
| <i>but:</i> most famous | most boring | most difficult | most expensive |

For spelling rules see Appendix 3.

- Yesterday was **the hottest** day of the year.
- That was **the most boring** movie I've ever seen.
- "Why did you stay at that hotel?" "It was **the cheapest** we could find."
- She is a really nice person – one of **the nicest** people I know.

Note the irregular superlatives **best** and **worst**:

- That was a delicious meal. It's one of **the best** I've ever had.
- Why does he always come to see me at **the worst** possible moment?

Don't forget that we normally use **the** with superlatives: "**the best**," "**the most boring**," etc.

c **Oldest** and **eldest**

The superlative of **old** is **oldest**:

- That house over there is **the oldest** building in the town. (*not* the eldest)

We use **eldest** when we are talking about the members of a family (**oldest** is also possible):

- **My eldest (or oldest) son** is 13 years old.
- Are you **the eldest (or oldest)** in your family?

d After superlatives, we use **in** with places (towns, buildings, etc.):

- What's the longest river **in the world**? (*not* of the world)
- We were lucky to have one of the nicest rooms **in the hotel**.

Also: (the best . . .) **in the class / in the company**, etc.

But: the happiest day **of my life**, the hottest day **of the year**.

Note that we often use the *present perfect* (**I have done**) after a superlative (see also Unit 14a):

- What's the **best** movie **you've ever seen**?
- That was the **most delicious** meal **I've had** in a long time.

e We sometimes use **most** + adjective (*without* the) to mean **very**:

- The book you lent me was **most interesting**. (= very interesting)
- Thank you for the money. It was **most generous** of you. (= very generous)

a *Verb + object*

The *verb* and the *object* of the verb normally go together. We do *not* usually put other words between them:

| <i>verb + object</i> | |
|----------------------|---|
| I like | children very much. (<i>not</i> I like very much children.) |
| Did you see | Norman yesterday? |
| Ann often plays | tennis . |

Here are some more examples. Notice how each time the verb and the object go together:

- Do you **clean the house** every weekend? (*not* Do you clean every weekend the house?)
- Everybody **enjoyed the party** very much. (*not* Everybody enjoyed very much the party.)
- Our guide **spoke English** fluently. (*not* . . . spoke fluently English.)
- I not only lost all my money – I also **lost my passport**. (*not* I lost also my passport.)
- At the end of the street you'll **see a supermarket** on your left. (*not* . . . see on your left a supermarket.)

For the position of words like **also** and **often** before the verb, see Unit 102.

b *Place and time*

We usually say the *place* (**where?**) before the *time* (**when? / how often? / how long?**):

| | <i>place</i> | <i>time</i> |
|--------------|-----------------------|--|
| Tom walks | to work | every morning. (<i>not</i> Tom walks every morning to work.) |
| She has been | in Canada | since April. |
| We arrived | at the airport | early. |

Here are some more examples:

- I'm going **to Paris on Monday**. (*not* I'm going on Monday to Paris.)
- Don't be late. Make sure you're **here by 8 o'clock**.
- Why weren't you **at home last night**?
- You really shouldn't go **to bed so late**.

It is often possible to put the time at the beginning of the sentence:

- **On Monday** I'm going to Paris.
- **Every morning** Tom walks to work.

Note that you *cannot* use **early** or **late** at the beginning of the sentence in this way.

There is more information about word order in Unit 102.

a We put some adverbs (for example **always**, **also**, **probably**) with the verb in the middle of a sentence:

- Tom **always goes** to work by car.
- We were feeling very tired. We **were also** hungry.
- Your car **has probably been** stolen.

b Study these rules for the position of adverbs in the middle of a sentence. (They are only general rules, so there are exceptions.)

i) If the verb is one word (**goes**, **cooked**, etc.), we usually put the adverb *before* the verb:

| | <i>adverb</i> | <i>verb</i> |
|-----|---------------|----------------------|
| Tom | always | goes to work by car. |

- I cleaned the house and **also cooked** dinner. (*not cooked also*)
- Jack **hardly ever watches** television and **rarely reads** newspapers.
- She **almost fell** over as she came down the stairs.

Note that these adverbs (**always/often/also**, etc.) go before **have to**:

- We **always have to** wait a long time for the bus.

But adverbs go *after* **am/is/are/was/were**:

- We were feeling very tired. We **were also** hungry.
- Why are you **always late**? You're **never** on time.
- The traffic **isn't usually** as bad as it was this morning.

ii) Sometimes a verb is two or more words (**can remember**, **doesn't smoke**, **has been stolen**, etc.). We usually put the adverb after the first part of the verb:

| | <i>verb 1</i> | <i>adverb</i> | <i>verb 2</i> | |
|----------|---------------|---------------|---------------|------------------------|
| I | can | never | remember | his name. |
| Ann | doesn't | usually | smoke. | |
| | Are you | definitely | going | to the party tomorrow? |
| Your car | has | probably | been | stolen. |

- My parents **have always lived** in Chicago.
- Jill **can't cook**. She **can't even boil** an egg.
- The house **was only built** a year ago and it's **already falling** down.

In negative sentences **probably** goes before the negative. So we say:

- I **probably won't** see you. *or* I will **probably not** see you.
(*but not I won't probably see you.*)

c We also use **all** and **both** in these positions:

- We **all felt** sick after the meal.
- Jack and Tom **have both applied** for the job.
- We **are all going** out to eat tonight.
- My parents **are both** teachers.

a **Still and yet**

We use **still** to say that a situation or action is continuing. **Still** usually goes in the middle of the sentence with the verb (see Unit 102b for the exact position):

- It's 10:00 and Tom is **still** in bed.
- "Have you given up smoking?" "No, I **still** smoke."
- Are you **still** living in the same house, or have you moved?
- When I went to bed, Ann was **still** working.
- Do you **still** want to go to the party, or have you changed your mind?

We use **yet** when we ask if something has happened or when we say that something has not happened. We use **yet** mainly in questions and negative sentences. **Yet** usually goes at the end of the sentence:

- I'm hungry. Is dinner ready **yet**?
- Have you finished writing that letter **yet**?
- It's 10:00 and Tom hasn't gotten up **yet**. (*or . . . isn't up yet.*)
- We don't know where we're going on our vacation **yet**.

We often use **yet** with the *present perfect* ("Have you **finished** writing that letter **yet**?"). See also Unit 15b.

Now compare **still** and **yet** in these sentences:

- Jack lost his job a year ago and he **is still** unemployed.
Jack lost his job a year ago and **hasn't found** another job **yet**.
- **Is it still raining?**
Has it stopped raining **yet**?

Still is also possible in *negative* sentences:

- He said he would be here an hour ago, and he **still hasn't come**.

This is similar to "he **hasn't come yet**." But **still . . . not** shows a stronger feeling of surprise or impatience. Compare:

- She **hasn't written** to me **yet**. (but I expect she will write soon)
- She **still hasn't written** to me. (she should have written before now)

b

We use **not . . . anymore**, **not . . . any longer**, and **no longer** to say that a situation has changed. **Anymore** and **any longer** go at the end of the sentence:

- Mr. Davis doesn't work here **anymore** (*or any longer*). He left about six months ago.
- We were good friends once, but we aren't friends **anymore** (*or any longer*).

No longer goes in the middle of the sentence (see Unit 102b):

- We are **no longer** friends.
- She **no longer** loves him.

We do not normally use **no more** in this way:

- He is **no longer** a student. (*not He is no more a student.*)

UNIT 104

Although / though / even though In spite of / despite

a Study this example situation:



Last year Jack and Jill spent their vacation at the beach.

It rained a lot, but they enjoyed themselves. You can say:

Although it rained a lot, they enjoyed themselves.
(= It rained a lot, *but* they . . .) or:

In spite of } **Despite** } **the rain**, they enjoyed themselves.

b After **although** we use a *subject + verb*:

- **Although she smokes** 20 cigarettes a day, she seems quite healthy.
- **Although it rained** a lot, we enjoyed our vacation.
- I didn't get the job, **although I had** all the necessary qualifications.

After **in spite of** (or **despite**) we use a *noun*, a *pronoun* (**this/that/what**, etc.), or **-ing**:

- **In spite of the rain**, we enjoyed our vacation.
- I didn't get the job, **despite my qualifications**.
- She wasn't well, but **in spite of this** she went to work.
- **Despite what** I said last night, I still love you.
- I'm not tired, **in spite of working** hard all day.

Note that we say "in spite of," but **despite** (without of).

You can also say **in spite of / despite the fact that . . .**:

- **In spite of the fact that** I was tired, I couldn't sleep.
- She seems healthy, **despite the fact that** she smokes 20 cigarettes a day.

Compare **although** and **in spite of / despite**:

- **Although the traffic was** bad, I arrived on time.
In spite of the traffic, I arrived on time.
- I couldn't sleep, **although I was** very tired.
I couldn't sleep, **despite being** very tired.

c Sometimes we use **though** instead of **although**:

- I didn't get the job, **though I had** all the necessary qualifications.

In spoken English we often use **though** at the end of a sentence:

- The house isn't very nice. I like the garden **though**. (= but I like the garden)
- I see him every day. I've never spoken to him **though**. (= but I've never spoken to him)

Even though is a stronger form of **although**:

- **Even though** I was really tired, I couldn't sleep.

UNIT 105

Even

a Study this example:

Our football team lost yesterday. We all played badly. Bill is our best player, but yesterday **even Bill** played badly.

We use **even** to say that something is unusual or surprising. We say **even Bill**... because he is a good player and it is unusual for him to play badly. If he played badly, it must have been a bad day for the team.

- These photographs aren't very good. **Even I** could take better photographs than these. (I'm certainly not a good photographer, so they must be bad.)
- It's a very rich country. **Even the poorest people** own cars. (so the rich people must be very rich)
- She always wears a coat – **even in summer**.
- Nobody would lend him the money – **not even his best friend**. (or **Even** his best friend wouldn't lend him the money.)

b Very often we use **even** with the verb in the middle of a sentence (see Unit 102b for the exact position):

- Don has traveled all over the world. He has **even** been to the Antarctic. (It's very unusual to go to the Antarctic, so he must have traveled a lot.)
- He always wears a tie. He **even** wears a tie in bed!
- They are very rich. They **even** have their own private jet.

Here are some examples with **not even**:

- I can't cook. I **can't even** boil an egg. (so I certainly can't cook, because boiling an egg is very simple)
- They weren't very friendly to us. They **didn't even** say hello.
- She's in good shape. She's just run five miles and she's **not even** out of breath.

c You can use **even** with *comparatives* (**hotter** / **more surprised**, etc.):

- It was very hot yesterday, but today it's **even hotter**.
- I got up at 6:00, but Carol got up **even earlier**.
- I knew I didn't have much money, but I've got **even less** than I thought.
- I was surprised to get a letter from her. I was **even more surprised** when she appeared at my door the next day.

d You can use **even** with **if**, **when**, and **though**:

- I'll probably see you tomorrow. But **even if** I don't, we're sure to see each other before the weekend.
- She never shouts, **even when** she's angry. (you expect people to shout when they are angry)
- He has bought a car, **even though** he can't drive.

For **if** and **when** see Unit 9c. For **even though** see Unit 104.

a As (time): two things happening together

You can use **as** when two things happen at the same time or over the same period of time:

- I watched her **as** she opened the letter.
- As they walked along the street, they looked in the store windows.
- Turn off the light **as** you go out, please.

We use **as** especially for two *short* actions happening at the same time:

- George arrived **as** I left. (= he arrived and I left at the same time)
- We all waved goodbye to Tom **as** he drove away in his car.

You can also use **just as** (= exactly at that moment):

- George arrived **just as** I left.
- **Just as** I sat down, the phone rang.

We also use **as** when two *changes* happen over the same period of time:

- **As the day wore on**, the weather got worse.
- I began to enjoy the job more **as I got used to it**.

b As (time): one thing happening during another

You can say that you did something **as** you were doing something else (= in the middle of doing something else).

When we use **as** in this way, both actions are usually quite short:

- The man slipped **as he was getting off the train**.
- Jill burned herself **as she was taking the cake out of the oven**.
- The thief was seen **as he was climbing over the wall**.

You can also use **just as**:

- **Just as we were going out**, it started to rain.
- I had to leave **just as the conversation was getting interesting**.

For the *past continuous* (**was getting** / **were going**, etc.) see Unit 12.

Note that we use **as** only if two actions happen *together*. Do *not* use **as** if one action follows another:

- **When I got home, I took a bath.** (*not as I got home*)

c As (reason)

As sometimes means “because”:

- **As I was feeling tired, I went to bed early.** (= because I was feeling tired)
- **As they live near us, we see them quite often.**
- **As tomorrow is a national holiday, all the stores will be closed.**
- **As we had nothing better to do, we watched television the whole evening.**

For **as** and **like** see Unit 107. For **as . . . as** see Unit 99.

UNIT
107

Like and as

a **Like** = similar to / the same as / for example:

- What a beautiful house! It's **like a palace**. (*not as a palace*)
- "What does George do?" "He's a teacher, **like me**." (*not as me*)
- Why do you always talk about boring things **like your job**?
- Be careful! The floor was just waxed. It's **like walking** on ice.
- It's raining again. I hate weather **like this**.

Like is a *preposition*. So it is followed by a *noun* ("like a **palace** / like **your job**"), a *pronoun* ("like **me** / like **this**"), or **-ing** ("like **walking**").

You can also say "like (someone/something) **-ing**":

- "What's that noise?" "It sounds **like a baby crying**."

b We use **as** before a *subject + verb*:

- Don't move anything. Leave everything **as it is**.

Compare **like** and **as** in these sentences:

- You should have done it **like this**. (**like** + *pronoun*)
- You should have done it **as I showed you**. (**as** + *subject + verb*)

But we use **such as** (= for example) without a verb:

- Some sports, **such as auto racing**, can be dangerous.

Note that we say **as usual**:

- You're late **as usual**.

c **As** + *subject + verb* can have other meanings. For example:

- **Do as you are told!** (= Do what you are told.)
- **They did as they promised.** (= They did what they promised.)

You can also say **as you know** / **as we expected** / **as I said** / **as I thought**, etc.:

- **As you know**, it's Tom's birthday next week. (= you know this already)
- Ann failed her driving test, **as we expected**.

d **As** can also be a *preposition* (which means you can use it with a *noun*), but the meaning is different from **like**.

We use **like** when we *compare* things:

- She looks beautiful – **like a princess**. (she isn't really a princess)
- Everyone is sick at home. Our house is **like a hospital**. (it isn't really a hospital)

We use **as + noun** to say what something *really is or was* (especially when we talk about someone's job or how we use something):

- A few years ago I worked **as a waiter**. (I really was a waiter)
- Sue has just found a job **as a sales clerk**.
- During the war this hotel was used **as a hospital**. (so it really was a hospital)
- We don't have a car, so we use the garage **as a workshop**.
- The news of her death came **as a great shock**. (it really was a shock)

UNIT 108

As if

a You can use **as if** to say how someone or something **looks/sounds/feels**, etc.:

- The house **looked as if** nobody was living in it.
- Ann **sounds as if** she's got a cold, doesn't she?
- I've just come back from vacation, but I feel tired and depressed.
I don't **feel as if** I've had a vacation.

Compare:

- You look **tired**. (*look + adjective*)
You look **as if you haven't slept**. (*look + as if + subject + verb*)
- Tom sounded **worried**. (*sound + adjective*)
Tom sounded **as if he was worried**. (*sound + as if + subject + verb*)

You can use **as though** instead of **as if**:

- Ann sounds **as though** she's got a cold.

b You can also say **It looks/sounds/smells as if** (or **as though**):

- Tom is very late, isn't he? **It looks as if** he isn't coming.
- We took an umbrella because **it looked as if** it was going to rain.
- Do you hear that music next door? **It sounds as if** they are having a party, doesn't it?
- **It smells as though** someone has been smoking in here.

After **It looks/sounds/smells**, many people use **like** instead of **as if / as though**:

- It looks **like** Tom isn't coming.

c You can also use **as if** with other verbs to say how someone does something:

- He **ran as if** he were running for his life.
- After the interruption, she **continued talking as if** nothing had happened.
- When I told them my plan, they **looked at me as if** I were insane.

d After **as if** we sometimes use the *past* when we are talking about the *present*. For example:

- I don't like Norman. He talks **as if** he **knew** everything.

The meaning is *not* past in this sentence. We use the past ("as if he **knew**") because the idea is *not real*: Norman does *not* know everything. We use the past in the same way in **if** sentences and after **wish** (see Unit 35).

When we use the past in this way, we use **were** instead of **was**:

- Harry's only 50. Why do you talk about him **as if he were** (*or was*) an old man?
- They treat me **as if I were** (*or was*) their own son. (I'm not their son.)

UNIT 110

For, during, and while

a For and during

We use **for** + a period of time to say *how long* something goes on:

for six years for two hours for a week

- I've lived in this house **for six years**.
- We watched television **for two hours** last night.
- Ann is going away **for a week** in September.
- Where have you been? I've been waiting **for hours**.
- Are you going away **for the weekend**?

You cannot use **during** in this way:

- It rained **for** three days without stopping. (*not during three days*)

We use **during** + *noun* to say *when* something happens (*not how long*):

during the movie during our vacation during the night

- I fell asleep **during the movie**.
- We met a lot of interesting people **during our vacation**.
- The ground is wet. It must have rained **during the night**.
- I'll call you some time **during the afternoon**.

b During and while

We use **during** + *noun*. We use **while** + *subject* + *verb*. Compare:

| | | <i>noun</i> |
|---------------|---------------|--|
| I fell asleep | during | the movie. |
| I fell asleep | while | <i>subject</i> + <i>verb</i> I was watching television. |

Compare **during** and **while** in these examples:

- We met a lot of interesting people **during our vacation**.
We met a lot of interesting people **while we were** on vacation.
- Robert suddenly began to feel sick **during the exam**.
Robert suddenly began to feel sick **while he was taking** the exam.

Here are some more examples of **while**:

- We saw Ann **while we were waiting** for the bus.
- **While you were** out, there was a phone call for you.
- Tom read a book **while I watched** television.

When you are talking about the future, use the *present* (*not will*) after **while**:

- I'm going to Toronto next week. I hope to see Tom **while I'm** there.
- What are you going to do **while you are** waiting?

See also Unit 9a.

For **while** -ing see Unit 64b. For **for** and **since** see Unit 19b.

a By (+ a time) = not later than:

- I mailed the letter today, so they should receive it **by Monday**.
(= *on or before* Monday, on Monday *at the latest*)
- We'd better hurry. We have to be home **by 5 o'clock** (= at or before 5 o'clock, at 5 o'clock *at the latest*)
- Where's Ann? She should be here **by now**. (= now or before now; so she should have already arrived)

You cannot use **until** with this meaning:

- Tell me **by Friday** whether or not you can come to the party.
(*not* Tell me **until Friday**)

We use **until** (or **till**) to say how long a situation continues:

- "Shall we go now?" "No, let's wait **until** (or **till**) it stops raining."
- I was tired this morning, so I stayed in bed **until half past ten**.

Compare **until** and **by** in these sentences:

- Sue will be away **until Monday**. (so she'll come back on Monday)
- Sue will be back **by Monday**. (= she'll be back on or before Monday, on Monday *at the latest*)
- I'll be working **until 11 o'clock**. (so I'll stop working at 11 o'clock)
- I'll have finished my work **by 11 o'clock** (= I'll finish my work at or before 11 o'clock, at 11 o'clock *at the latest*)

b You can also say **by the time** (**something happens**), Study these examples carefully:

- It's not worth going shopping now. **By the time** we **get to the stores**, they will be closed. (= they will close between now and the time we get there)
- (*from a letter*) I'm flying to the United States this evening. So **by the time** **you receive this letter**, I'll probably be in New York. (= I will arrive in New York between now and the time you receive this letter.)

When you are talking about the past, you can use **By the time** (**something happened**), . . .

- Tom's car broke down on the way to the party last night. **By the time he arrived**, most of the guests had left. (= It took him a long time to get to the party and most of the guests left during this time.)
- I had a lot of work to do yesterday evening. **By the time I finished**, I was very tired. (= It took me a long time to do the work and I became more and more tired during this time.)
- It took them a long time to find a place to park their car. **By the time they got to the theater**, the play had already started.

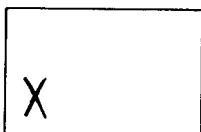
You can also use **by then** or **by that time**:

- Tom finally arrived at the party at midnight. But **by then** (*or by that time*), most of the guests had left.

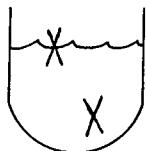
UNIT 112

In/at/on (position) (1)

a In Study these examples:



in a room / in a building
in a garden / in a park
in a town / in a country



in the water
in the ocean
in a river



in a row / in a line

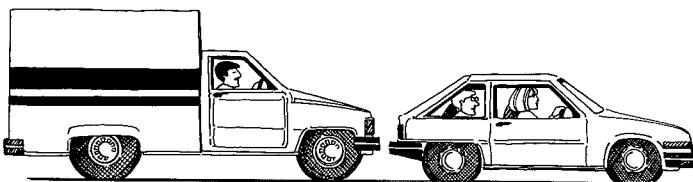
- There's no one **in the room / in the building / in the store**.
- The children are playing **in the garden / in the park**.
- When we were **in Italy**, we spent a few days **in Venice**. (*not* at Venice)
- Robert lives **in a small village in the mountains**.
- She keeps her money **in her bag / in her purse**.
- What do you have **in your hand / in your mouth**?
- Look at that girl swimming **in the water / in the ocean / in the river**!
- When I go to the movies, I prefer to sit **in the front row**.
- Have you read this article **in the newspaper**?

Note that we say:

(sit) **in an armchair (but on a chair)**
in a photograph / in a picture / in a mirror **in the sky**

- Who is the woman **in that photograph?** (*not* on that photograph)
- It was a beautiful day. There wasn't a cloud **in the sky**.
- Don't sit **in that armchair**. It's broken.

b In (the) front of In (the) back of



- The car is **in front of** the truck. (*but not in the truck!*)
- The truck is **in back of** (= behind) the car. (*but not in the car!*)
- The woman is **in the front** of the car. (*in the car*)
- The man is **in the back** (of the car). (*in the car*)

We say **in the front / in the back** of a car, room, theater, group of people, etc.:

- I was sitting **in the back** of the car when we crashed.
- Let's sit **in the front** (of the theater).
- John was standing **in the back** of the crowd.

but: **on** the front/back of a piece of paper, photograph, envelope, etc.: Write your name **on the back** of this piece of paper.



UNIT 113

In/at/on (position) (2)

a We say that someone is **at** an event. For example: “**at a party / at a concert / at a conference / at the movies / at a football game**”:

- Were there many people **at the party / at the meeting?**
- I saw Jack **at the football game / at the concert** on Saturday.

b We say:

| | | | | |
|---------------------|------------------------|---------------|-----------------------|------------------------|
| at work | at an airport | at sea | in bed | on a farm |
| at a station | at the seashore | | in prison/jail | in the hospital |

- I'll be **at work** until 5:30.
- Have you ever worked **on a farm**?
- Can you meet me **at the airport?**
- Tom's father is **in the hospital**.

You can say **be home / stay home** with or without **at**:

- We'll be out during the day but we'll **be (at) home** all evening.
- I didn't go out last night. I **stayed (at) home**.

c You can be **in** or **at** college/school. Use **at college** or **at school** when you are thinking of the college/school as a place or when you give the name of a college/school:

- Dan will be **in college / in school** for two more years.
- Tom is away **at college** right now, but he'll be home for the summer.
- She's majoring in economics **at Los Angeles City College**.

d You can often use **in** or **at** with buildings. You can stay **in a hotel / at a hotel**; you can eat **in a restaurant / at a restaurant**. We usually say **at** when we say where an event takes place (for example: a concert, a movie, a meeting, a sports event, etc.):

- We went to a concert **at the Arts Center**.
- The meeting took place **at the company's main office**.
- “Where were you last night?” “**At the theater.**”

We say **at someone's house**:

- I was **at Tom's house** last night. (*or I was at Tom's last night.*)

We use **in** when we are thinking about the building itself:

- The rooms **in** Tom's house are very small.
- I enjoyed the movie, but it was very cold **in the theater**.

e We usually say **in** with towns and villages:

- Tom's parents live **in St. Louis**. (*not “at St. Louis”*)

But you can use **at** when the town or village is a point on a journey:

- Do you know if this train stops **at Smithtown**?
- We stopped **at** a pretty town on the way to Los Angeles.

f We say **arrive IN** a country or town:

- When did he **arrive in Japan / in Tokyo?**

We say **arrive AT** with other places (buildings, etc.) or events:

- What time did he **arrive at school / at work / at the hotel / at the party?**

We say **arrive home** (without a preposition):

- When did he **arrive home**?

UNIT 114

To, been to, into By car/in my car

a To We say **go/come/travel** (etc.) **to** a place or event. For example:

| | | |
|-------------------|--------------------------|----------------------|
| go to Brazil | come to the U.S. | return to Italy |
| fly to Tokyo | walk to work | drive to the airport |
| go to the bank | go to a party | go to a concert |
| be sent to prison | be taken to the hospital | go to bed |

We say **get to** (*but arrive in/at* – (see Unit 113f):

- What time did you **get to** Montreal / work / the party?

We say **go home / come home / get home**, etc. (with no preposition):

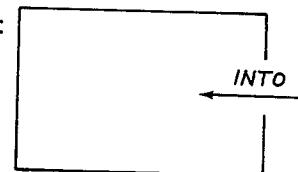
- I'm tired. Let's **go home**.
- What time did you **get home** last night?

b Been to **I have been to** (a place) = I have visited a place; I went there, but now I have come back (see also Unit 13d):

- Have you ever **been to** Japan?
- I've **been to** Buenos Aires twice.
- Ann has never **been to** a football game in her life.
- Jack has plenty of money. He has just **been to** the bank.

c Into “**Go into / come into**,” etc. = **enter** (a room / building, etc.):

- I opened the door and **went into the room**.
- Don't wait outside! **Come into the house**.
- The man the police were chasing **ran into a store**.
- A bird **flew into the room** through the window.



d By car / in my car We use **by**... to say how we travel:

| | | | | | |
|------------------|----------|----------|--------------|--------|------------|
| by car | by train | by plane | by boat/ship | by bus | by bicycle |
| also: by rail | by air | by sea | by subway | | |

- “How did you go to Paris?” “**By plane**.”

- Sue usually goes to work **by bicycle / by car / by bus / by train**.

But we say “**on foot**”:

- Did you come here **by car** or **on foot**?

But you cannot use **by** if you say “**my car / the train / a taxi**,” etc. We say “**in my car**” (*not by my car*), “**on the train**” (*not by the train*).

We use **in** for cars and taxis:

in my car in Tom's car in the car in a car in a taxi

We say **get in(to) / get out of** a car or taxi:

He **got into** the car and drove off. (or He **got in** the car...)

We use **on** for bicycles and public transportation (buses, trains, etc.):

on my bicycle on the bus on the 6:45 train on a big ship

We say **get on / get off** a bicycle, bus, or train:

Quick! **Get on** the train. It's ready to leave.

**UNIT
115****Noun + preposition ("reason for," "cause of," etc.)**

Study this list of *nouns + preposition*. Sometimes other prepositions are possible – a good dictionary will give you more information.

a check FOR (a sum of money):

- They sent me a **check for** \$100.

a demand / a need FOR something:

- The company closed down because there wasn't enough **demand for** its product.

a reason FOR something:

- The train was late but no one knew the **reason for** the delay.

a rise / an increase / a fall / a decrease IN something:

- There has been an **increase in** automobile accidents lately.

an advantage / a disadvantage OF something:

- The **advantage of** living alone is that you can do what you like.

but we say "there is an advantage in (or to) doing something":

- There are many advantages **in (or to)** living alone.

a cause OF something:

- Nobody knows what the **cause of** the explosion was.

a photograph / a picture OF someone/something:

- He always keeps a **photograph of** his wife in his wallet.

damage TO something:

- The accident was my fault, so I paid for the **damage to** the other car.

an invitation TO a party / a wedding, etc.:

- Did you get an **invitation to** the party?

a reaction TO something:

- I was surprised at her **reaction to** what I said.

a solution TO a problem / **an answer TO** a question / **a reply TO** a letter / **a key TO** a door:

- Do you think we'll find a **solution to** this problem?
- The **answer to** your question is "No"!

an attitude TO/TOWARD someone/something:

- His **attitude to/toward** his job is very negative.

a relationship / a connection / contact WITH someone/something:

- Do you have a good **relationship with** your parents?
- The police want to question a man in **connection with** the robbery.

but: a relationship / a connection / a difference BETWEEN two things:

- The police have said that there is no **connection between** the two murders.
- There are some **differences between** British English and American English.

UNIT
116

Preposition + noun ("by mistake," "on television," etc.)

Students often use the wrong preposition before the words in this unit, so study this list carefully:

to pay BY check (*but to pay IN cash or to pay cash*):

- Did you pay by check or in cash?

(to do something) BY accident / BY mistake / BY chance:

- We hadn't arranged to meet. We met by chance.

a play BY Shakespeare / a painting BY Rembrandt / a novel BY Tolstoy, etc.:

- Have you read any books by Tolstoy? (= any books written by Tolstoy?)

(to be/to fall) IN love WITH someone:

- Have you ever been in love with anyone?

IN (my) opinion:

- In my opinion the film wasn't very good.

IN time (= soon enough for something/soon enough to do something):

- Will you be home in time for dinner? (= soon enough for dinner)
- We got to the station just in time to catch the train.

ON time (= punctual, not late)

- The 11:45 train left on time. (= it left at 11:45)
- The conference was well organized. Everything began on time.

(to be) ON fire:

- Look! That car is on fire.

(to be) ON the telephone / ON the phone:

- I've never met her but I've spoken to her on the phone.

ON television / ON the radio:

- I didn't watch the game on television. I listened to it on the radio.

(to be/to go) ON a diet:

- I've put on a lot of weight. I'll have to go on a diet.

(to be/to go) ON strike:

- There are no trains today. The railroad workers are on strike.

(to be/to go) ON vacation / ON business / ON a trip / ON a tour / ON a cruise / ON an expedition, etc.

- Did you go to Paris on business or on vacation?

- One day I'd like to go on a world tour.

but you can also say "go to a place FOR a vacation / FOR my vacation":

- Tom has gone to France for a vacation.

- Where are you going for your vacation this year?

(to go/to come) FOR a walk / FOR a swim / FOR a meal, etc.:

- She always goes for a walk with her dog in the morning.

- After work we went to the restaurant for a meal.

(to have something) FOR breakfast / FOR lunch / FOR dinner:

- What did you have for lunch?

UNIT 117

Adjective + preposition (1)

Study these groups of *adjectives + preposition*. Sometimes other prepositions are possible – a good dictionary will give you more information.

nice/kind/good/generous/mean/stupid/silly/intelligent/sensible/(im)polite/rude/unreasonable OF someone (to do something):

- Thank you. It was very **nice/kind of you** to help me.
- It's **stupid of her** to go out without a coat. She'll catch cold.

but: (to be) nice/kind/good/generous/mean/(im)polite/rude/(un)pleasant/(un)friendly/cruel TO someone:

- She has always been very **nice/kind to me**. (*not with me*)
- Why were you so **rude/unfriendly to Bill**?

angry/annoyed/furious { **ABOUT** something
{ **WITH** someone **FOR** doing something:

- What are you so **angry/annoyed about**?
- They were furious **with me for** not inviting them to the party.

delighted/pleased/satisfied/disappointed WITH something:

- I was **delighted with** the present you gave me.
- Were you **disappointed with** your exam results?

bored/fed up WITH something:

- You get **bored with** doing the same thing every day.
- I'm **fed up with** doing the dishes all the time.

surprised/shocked/amazed/astonished AT/BY something:

- Everybody was **surprised at/by** the news.
- I was **shocked at/by** the condition of the building.

excited/worried/upset ABOUT something:

- Are you **excited about** going on vacation next week?
- Ann is **upset about** not being invited to the party.

afraid/frightened/terrified/scared OF someone/something:

- “Are you **afraid of** dogs?” “Yes, I'm **terrified of** them.”

proud/ashamed OF someone/something:

- I'm not **ashamed of** what I did. In fact I'm quite **proud of** it.

jealous/envious/suspicious OF someone/something:

- Why are you always **so jealous of** other people?
- He didn't trust me. He was **suspicious of** my intentions.

aware/conscious OF something:

- “Did you know they were married?” “No, I wasn't **aware of** that.”

good/bad/excellent/brilliant AT (doing) something:

- I'm not very **good at** repairing things.

married/engaged TO someone:

- Linda is **married to** an American. (*not with* an American)

UNIT 118

Adjective + preposition (2)

Study this list of *adjectives + preposition*:

sorry ABOUT something:

- I'm **sorry about** the noise last night. We were having a party.

but: sorry FOR doing something:

- I'm **sorry for** shouting at you yesterday.

You can also say:

- I'm **sorry I shouted** at you yesterday.

(to feel/to be) sorry FOR someone:

- I **feel sorry for** George. He has no friends and no money.

crazy ABOUT something:

- Ann is **crazy about** Westerns. She'd go to the movies every night if a Western were playing.

impressed BY/WITH someone/something:

- I wasn't very **impressed by/with** the movie.

famous FOR something:

- The Italian city of Florence is **famous for** its art treasures.

responsible FOR something:

- Who was **responsible for** all that noise last night?

different FROM someone/something (in informal English we sometimes say **different THAN**):

- The movie was quite **different from** what I expected.

interested IN something:

- Are you **interested in** art and architecture?

capable/incapable OF something:

- I'm sure you are **capable of** passing the examination.

fond OF someone/something:

- Mary is very **fond of** animals. She has three cats and two dogs.

full OF something:

- The letter I wrote was **full of** mistakes.

short OF something:

- I'm a little **short of** money. Can you lend me some?

tired OF something:

- Come on, let's go! I'm **tired of** waiting.

similar TO something:

- Your writing is **similar to** mine.

crowded WITH (people, etc.):

- The city was **crowded with** tourists.

UNIT 119

Verb + preposition (1)

Study this list of *verbs + preposition*:

apologize (TO someone) **FOR** something (see also Unit 57a):

- When I realized I was wrong, I **apologized to** him **for** my mistake.

apply **FOR** a job / admission to a university, etc.:

- I think you'd be good at this job. Why don't you **apply for** it?

believe **IN** something:

- Do you **believe in** God? (= Do you believe that God exists?)
- I **believe in** saying what I think. (= I believe that it is a good thing to say what I think.)

belong **TO** someone:

- Who does this coat **belong to**?

care **ABOUT** someone/something (= think someone/something is important):

- He is very selfish. He doesn't **care about** other people.

care **FOR** someone/something:

i) = like something (usually in questions and negative sentences):

- Would you **care for** a cup of coffee? (= Would you like . . . ?)
- I don't **care for** hot weather. (= I don't like . . .)

ii) = look after someone:

- She is very old. She needs someone to **care for** her.

take care **OF** someone/something (= look after):

- Have a nice vacation. **Take care of** yourself!
- Will you **take care of** the children while I'm away?

collide **WITH** someone/something:

- There was an accident this morning. A bus **collided with** a car.

complain (TO someone) **ABOUT** someone/something:

- We **complained to** the manager of the restaurant **about** the food.

concentrate **ON** something:

- Don't look out the window. **Concentrate on** your work!

consist **OF** something:

- We had an enormous meal. It **consisted of** seven courses.

crash/drive/bump/run **INTO** someone/something:

- He lost control of the car and **crashed into** a wall.

depend **ON** someone/something:

- "What time will you arrive?" "I don't know. It **depends on** the traffic."

You can leave out **on** before question words (when/where/how, etc.):

- "Are you going to buy it?" "It **depends (on)** how much it is."

die **OF** an illness:

- "What did he **die of**?" "A heart attack."

UNIT 120

Verb + preposition (2)

Study this list of *verbs + preposition*:

dream ABOUT someone/something:

- I **dreamed about** you last night.

dream OF being something / doing something (= imagine):

- I often **dream of** being rich.

also: “(I) **wouldn't dream** (of doing something)”:

- “Don't tell anyone what I said.” “No, I **wouldn't dream of** it.”

happen TO someone/something:

- A strange thing **happened to** me the other day.
- What **happened to** that gold watch you used to have?

hear ABOUT something (= be told about something):

- Did you **hear about** the fight in the club on Saturday night?
- Have you **heard about** Jane? She's getting married.

hear OF someone/something (= know that someone/something exists):

- “Who is Tom Brown?” “I have no idea. I've never **heard of** him.”
- Have you **heard of** a company called “Smith Electronics”?

hear FROM someone (= receive a letter / telephone call from someone):

- “Have you **heard from** Ann recently?” “Yes, she wrote to me last week.”

laugh/smile AT someone/something:

- I look stupid with this haircut. Everyone will **laugh at** me.

listen TO someone/something:

- We spent the evening **listening to** records.

live ON money/food:

- George's salary is very low. It isn't enough to **live on**.

look AT someone/something (= look in the direction of):

- Why are you **looking at** me like that?

also: **have a look AT**, **stare AT**, **glance AT**

look FOR someone/something (= try to find):

- I've lost my keys. Can you help me **look for** them?

look AFTER someone/something (= take care of):

- She's very old. She needs someone to **look after** her.

meet WITH someone (= have a meeting with):

- Our representatives **met with** the president of the company.

pay (someone) FOR something:

- I didn't have enough money to **pay for** the meal.

but: **pay a bill / a fine / \$50 / a fare / taxes**, etc. (no preposition)

rely ON someone/something:

- You can **rely on** Jack. He always keeps his promises.

UNIT 121

Verb + preposition (3)

Study this list of *verbs + preposition*:

search (a person / a place / a bag, etc.) **FOR** someone/something:

- I've **searched** the whole house **for** my keys, but I still can't find them.
- The police are **searching** **for** the escaped prisoner.

shout AT someone (*when you are angry*):

- He was very angry and started **shouting at** me.

but: shout TO someone (*so that they can hear you*):

- He **shouted to** me from the other side of the street.

speak/talk TO someone ("with" is also possible):

- (*on the telephone*) Hello, can I **speak to** Jane, please?
- Who was that man I saw you **talking to** in the restaurant?

suffer FROM an illness:

- The number of people **suffering from** heart disease has increased.

think ABOUT someone/something (= *consider, concentrate the mind on*):

- You're quiet this morning. What are you **thinking about**?
- I've **thought about** what you said and I've decided to take your advice.
- "Will you lend me the money?" "I'll **think about** it."

think OF someone/something (= *remember, bring to mind, have an idea*):

- She told me her name, but I can't **think of** it now. (*not think about it*)
- That's a good idea. Why didn't I **think of** that?

We also use **think OF** when we ask for or give an *opinion*:

- "What did you **think of** the movie?" "I didn't **think much of** it."

The difference between **think OF** and **think ABOUT** is sometimes very small. Often you can use **OF** or **ABOUT**:

- My sister is **thinking of (or about)** going to Canada.
- Tom was **thinking of (or about)** buying a new car, but changed his mind.
- When I'm alone, I often **think of (or about)** you.

wait FOR someone/something:

- I'm not going out yet. I'm **waiting for** the rain to stop.

write TO someone *or* **write** someone (*without to*):

- Sorry I haven't **written (to)** you for such a long time.
- I **wrote** her a letter.

We do *not* use a preposition with these verbs:

call/phone someone

Did you **call/phone** your father yesterday?

discuss something

We **discussed** many things at the meeting.

enter (= *go into a place*)

She felt nervous as she **entered** the room.

For verb + preposition + **-ing** see Unit 57a.

UNIT 122

Verb + object + preposition (1)

Study this list of *verbs + object + preposition*:

accuse someone **OF** (doing) something (see also Unit 57b):

- Tom **accused** Ann **of** being selfish.
- Three students were **accused** **of** cheating on the exam.

ask (someone) **FOR** something:

- I wrote to the company **asking** them **for** more information about the job.

but: “**ask** (someone) **a question**” (no preposition)

blame someone/something **FOR** something:

- Everybody **blamed** me **for** the accident.

or: **blame** something **ON** someone/something:

- Everybody **blamed** the accident **on** me.

We also say: “(someone is) **to blame** **for** something”:

- Everybody said that I **was to blame** **for** the accident.

borrow something **FROM** someone:

- I didn't have any money. I had to **borrow** some **from** a friend of mine.

charge someone **WITH** (an offense / a crime):

- Three men have been arrested and **charged** **with** robbery.

congratulate someone **ON** (doing) something (see also Unit 57b):

- When I heard that she had passed her exams, I called her to **congratulate** her **on** her success.

divide/cut/split something **INTO** (two or more parts):

- The book is **divided** **into** three parts.
- **Cut** the meat **into** small pieces before frying it.

do something **ABOUT** something (= do something to improve a bad situation):

- The economic situation is getting worse and worse. The government ought to **do** something **about** it.

explain (a problem / a situation / a word, etc.) **TO** someone:

- Can you **explain** this word **to** me? (*not* explain me this word)

also: “**explain** (to someone) **that/what/how/why** . . .” (note the word order):

- Let me **explain** **to** you **what** I mean.

invite someone **TO** (a party / a wedding, etc.):

- Have you been **invited** **to** any parties recently?

leave (a place) **FOR** (another place):

- I haven't seen her since she **left** home **for** work this morning.

point/aim something **AT** someone/something:

- Don't **point** that knife **at** me! It's dangerous.

UNIT 123

Verb + object + preposition (2)

Study this list of *verbs + object + preposition*:

prefer someone/something **TO** someone/something (see also Unit 61):

- I prefer tea **to** coffee.

protect someone/something **FROM** (or **against**) someone/something:

- He put suntan lotion on his body **to protect** his skin **from** the sun. (or
... **against** the sun.)

provide someone **WITH** something:

- The school **provides** all its students **with** books.

regard someone/something **AS** something:

- I've always **regarded** you **as** one of my best friends.

remind someone **OF** someone/something (= cause someone to remember):

- This house **reminds** me **of** the one I lived in when I was a child.
- Look at this photograph of Carol. Who does she **remind** you **of**?

but: remind someone **ABOUT** something (= tell someone not to forget):

- I'm glad you **reminded** me **about** the party. I had completely forgotten it.

For "remind someone **to do** something" see Unit 53b.

sentence someone **TO** (a period of imprisonment):

- He was found guilty and **sentenced to** six months in prison.

spend (money) **ON** something:

- How much money do you **spend on** food each week?

Note that we usually say "spend (time) **doing** something":

- I **spend a lot of time** reading.

throw something **AT** someone/something (in order to hit them):

- Someone **threw** an egg **at** the mayor while he was speaking.

but: throw something **TO** someone (for someone to catch):

- Ann shouted "Catch!" and **threw** the keys **to** me from the window.

translate (a book, etc.) **FROM** one language **INTO** another language:

- George Orwell's books have been **translated into** many languages.

warn someone **ABOUT** someone/something (of is also possible sometimes):

- I knew she was a bit strange before I met her. Tom had **warned** me **about** her.
- Everybody has been **warned about** the dangers of smoking.

For "warn someone **against** doing something" see Unit 57b.

For "warn someone **not to do** something" see Unit 53b.

For verb + object + preposition + **-ing** see Unit 57b.

a We often use verbs with these words:

| | | | | | | |
|------|------|-------|--------|---------|---------|-------|
| on | off | in | out | up | down | away |
| back | over | about | around | forward | through | along |

We often use these words with verbs of *movement*. For example:

get on
drive off
come back
turn around

The bus was full. We couldn't **get on**.
She got into the car and **drove off**.
Tom is leaving tomorrow and **coming back** on Saturday.
When I touched him on the shoulder, he **turned around**.

But often these words (**on/off/up/down**, etc.) give a special meaning to a verb. For example:

- Sorry I'm late. The car **broke down**.
- **Look out!** There's a car coming.
- It was my first flight. I was very nervous as the plane **took off**.
- I was so tired this morning that I couldn't **get up**.

These verbs (**break down / get up / take off**, etc.) are *phrasal verbs*.

b Sometimes a phrasal verb has an *object*. Usually there are *two possible positions* for the object. So you can say:

 object *object*
I **turned off** the light. *or* I **turned** the light **off**.

Here are some more examples:

- Could you **fill out** this form?
■ **fill this form out?**
- It's warm. **Take off** your coat.
■ **Take your coat off.**
- The fire fighters soon arrived and **put out** the fire.
■ **put the fire out.**
- I think I'll **throw away** these old newspapers.
■ **throw these old newspapers away.**
- The police got into the house by **breaking down** the door.
■ **breaking the door down.**

Sometimes the object of a phrasal verb is a *pronoun* (**it/them/me/you/him/her/us**). These pronouns go *before on/off/in/out/up/down*, etc.:

- They gave me a form and told me to **fill it out**. (*not fill out it*)
- Ann's asleep. Don't **wake her up**. (*not wake up her*)
- "What should I do with these old newspapers?" "Throw them away."
- Here's the money you need. Don't forget to **pay me back**.

c Sometimes we use a *phrasal verb + preposition*. For example: **look forward to / keep up with / cut down on**. The object always comes *after the preposition*:

- Are you **looking forward to** your vacation?
- You're walking too fast. I can't **keep up with** you.
- Jack has **cut down on** smoking. He only smokes five cigarettes a day now.

3. List of irregular verbs

| <i>base form</i> | <i>simple past</i> | <i>past participle</i> |
|----------------------|------------------------|----------------------------|
| be | was/were | been |
| beat | beat | beaten |
| become | became | become |
| begin | began | begun |
| bend | bent | bent |
| bet | bet | bet |
| bite | bit | bitten |
| blow | blew | blown |
| break | broke | broken |
| bring | brought | brought |
| build | built | built |
| burst | burst | burst |
| buy | bought | bought |
| catch | caught | caught |
| choose | chose | chosen |
| come | came | come |
| cost | cost | cost |
| cut | cut | cut |
| deal | dealt | dealt |
| dig | dug | dug |
| do | did | done |
| draw | drew | drawn |
| drink | drank | drunk |
| drive | drove | driven |
| eat | ate | eaten |
| fall | fell | fallen |
| feed | fed | fed |
| feel | felt | felt |
| fight | fought | fought |
| find | found | found |
| fit | fit | fit |
| fly | flew | flown |
| forbid | forbade | forbidden |
| forget | forgot | forgotten |
| forgive | forgave | forgiven |
| freeze | froze | frozen |
| get | got | gotten |
| give | gave | given |
| go | went | gone |
| grow | grew | grown |
| hang | hung | hung |
| have | had | had |
| hear | heard | heard |
| hide | hid | hidden |
| hit | hit | hit |
| hold | held | held |
| hurt | hurt | hurt |
| keep | kept | kept |
| know | knew | known |
| lay | laid | laid |
| lead | led | led |
| leave | left | left |
| lend | lent | lent |
| let | let | let |
| lie | lay | lain |

| <i>base form</i> | <i>simple past</i> | <i>past participle</i> |
|----------------------|------------------------|----------------------------|
| light | lit | lit |
| lose | lost | lost |
| make | made | made |
| mean | meant | meant |
| meet | met | met |
| pay | paid | paid |
| put | put | put |
| read / ri:d / | read / red / | read / red / |
| ride | rode | ridden |
| ring | rang | rung |
| rise | rose | risen |
| run | ran | run |
| say | said | said |
| see | saw | seen |
| seek | sought | sought |
| sell | sold | sold |
| send | sent | sent |
| set | set | set |
| sew | sewed | sewn/sewed |
| shake | shook | shaken |
| shine | shone | shone |
| shoot | shot | shot |
| show | showed | shown |
| shrink | shrank | shrunk |
| shut | shut | shut |
| sing | sang | sung |
| sink | sank | sunk |
| sit | sat | sat |
| sleep | slept | slept |
| speak | spoke | spoken |
| spend | spent | spent |
| split | split | split |
| spread | spread | spread |
| spring | sprang | sprung |
| stand | stood | stood |
| steal | stole | stolen |
| stick | stuck | stuck |
| sting | stung | stung |
| stink | stank | stunk |
| strike | struck | struck |
| swear | swore | sworn |
| sweep | swept | swept |
| swim | swam | swum |
| swing | swung | swung |
| take | took | taken |
| teach | taught | taught |
| tear | tore | torn |
| tell | told | told |
| think | thought | thought |
| throw | threw | thrown |
| understand | understood | understood |
| wake | woke | woken |
| wear | wore | worn |
| win | won | won |
| write | wrote | written |

APPENDIX 3 Spelling

Nouns, verbs, and adjectives can have the following endings:

| | | | |
|--|----------|----------|-----------|
| noun + -s/-es (plural) | books | ideas | matches |
| verb + -s/-es (after he/she/it) | works | enjoys | washes |
| verb + -ing | working | enjoying | washing |
| verb + -ed | worked | enjoyed | washed |
| adjective + -er (<i>comparative</i>) | cheaper | quicker | brighter |
| adjective + -est (<i>superlative</i>) | cheapest | quickest | brightest |
| adjective + -ly (<i>adverb</i>) | cheaply | quickly | brightly |

When we use these endings, there are sometimes changes in spelling. These changes are listed below.

Vowels and consonants

a e i o u are *vowel* letters.

The other letters (**b c d f** etc.) are *consonants*.

1. Nouns and verbs + **-s/-es**

The ending is **-es** when the word ends in **-s/-ss/-sh/-ch/-x**:

match/matches bus/buses box/boxes
wash/washes miss/misses search/searches

Note also:

potato/potatoes tomato/tomatoes
do/does go/goes

2. Words ending in **-y** (*baby, carry, easy, etc.*)

If a word ends in a *consonant + y* (**-by/-ry/-sy**, etc.):

y changes to **ie** before **-s**:

baby/babies family/families country/countries secretary/secretaries
hurry/hurries study/studies apply/applies try/tries

y changes to **i** before **-ed**:

hurry/hurried study/studied apply/applied try/tried

y changes to **i** before **-er** and **-est**:

easy/easier/easiest heavy/heavier/heaviest lucky/luckier/luckiest

y changes to **i** before **-ly**:

easy/easily heavy/heavily temporary/temporarily

y does *not* change before **-ing**:

hurrying studying applying trying

y does *not* change if the word ends in a *vowel + y* (**-ay/-ey/-oy/-uy**):

play/plays/played enjoy/enjoys/enjoyed monkey/monkeys

exception: day/daily

Note also: pay/paid lay/laid say/said

3. Verbs ending in **-ie** (*die, lie, tie*)

If a verb ends in **-ie**, **ie** changes to **y** before **-ing**:

lie/lying die/dying tie/tying



4. Words ending in -e (smoke, hope, wide, etc.)

Verbs

If a verb ends in -e, we leave out e before -ing:

smoke/smoking hope/hoping dance/dancing confuse/confusing

Exceptions: be/being

verbs ending in -ee: see/seeing agree/agreeing

If a verb ends in -e, we add -d for the *past* (of regular verbs):

smoke/smoked hope/hoped dance/danced confuse/confused

Adjectives and adverbs

If an adjective ends in -e, we add -r and -st for the *comparative* and *superlative*:

wide/wider/widest late/later/latest large/larger/largest

If an adjective ends in -e, we *keep* e before the adverb ending -ly:

polite/politely extreme/extremely absolute/absolutely

If an adjective ends in -le (**terrible**, **probable**, etc.), we leave out e and add -y for the adverb:

terrible/terribly probable/probably reasonable/reasonably

5. Doubling consonants (stop/stopping/stopped, hot/hotter/hottest, etc.)

Sometimes a verb or an adjective ends in *consonant – vowel – consonant*. For example:

stop plan rob hot thin wet prefer begin

We double the final consonant (-pp-, -nn- etc.) of these words before -ing, -ed, -er and -est:

stop/stopping/stopped plan/planning/planned rob/robbing/robbed

hot/hotter/hottest thin/thinner/thinnest wet/wetter/wettest

If the word has more than one syllable (**prefer**, **begin**, etc.), we double that final consonant only if the final syllable is stressed:

preFER/preferring/preferred perMIT/permitting/permited
reGRET/regretting/regretted beGIN/beginning

If the final syllable is *not* stressed, we do *not* double the final consonant:

VISit/visiting/visited deVELop/developing/developed

LISten/listening/listened reMEMber/remembering/remembered

If the final syllable is *not* stressed, and the last consonant is l, the consonant may be single *or* doubled:

travel/traveling/traveled *or* travelling/travelled
cancel/canceling/canceled *or* cancelling/cancelled

We do *not* double the final consonant if the word ends in two consonants (-rt, -rn, -ck, etc.):

start/starting/started turn/turning/turned thick/thicker/thickest

We do *not* double the final consonant if there are two vowel letters before it (-oil, -eed, -ain, etc.):

boil/boiling/boiled need/needing/needed explain/explaining/explained

cheap/cheaper/cheapest loud/louder/loudest quiet/quieter/quietest

Note that we do *not* double y or w at the end of words. (At the end of words y and w are not consonants; they are part of the vowel sound.):

stay/staying/stayed grow/growing new/newer/newest

APPENDIX 4 Short forms (I'm/didn't, etc.)

In spoken English we usually say "I'm/you've/didn't," etc. (= I am/you have/did not). We also use these short forms in *informal* written English (for example, in letters to friends). When we write short forms, we use an *apostrophe* (') for the missing letter or letters:

I'm = I am you've = you have didn't = did not

Short forms of auxiliary verbs (am/is/are/have/has/had/will/shall/would):

| | | | | | | | |
|---------------------|------|-------|--------|--------|--------|---------|---------|
| 'm = am | I'm | he's | she's | it's | you're | we're | they're |
| 's = is or has | I've | he'll | she'll | it'll | you've | we've | they've |
| 're = are | I'll | he'd | she'd | you'll | we'll | they'll | |
| 've = have | I'd | he'd | she'd | you'd | we'd | they'd | |
| 'll = will or shall | | | | | | | |
| 'd = would or had | | | | | | | |

's can be is or has:

- He's sick. (= He is sick.)
- He's gone away. (= He has gone away.)

'd can be would or had:

- I'd see a doctor if I were you. (= I would see)
- I'd never seen her before. (= I had never seen)

We use some of these short forms after question words (who/what/how, etc.) and after that/there/here:

| | | | | |
|--------|---------|---------|---------|----------|
| who's | what's | where's | that's | there's |
| who'll | what'll | when's | that'll | there'll |
| who'd | how's | here's | | |

- Who's that girl over there? (= who is)
- What's happened? (= what has)
- I think there'll be a lot of people at the party. (= there will)

Sometimes we use short forms (especially 's) after a noun:

- John's going out tonight. (= John is going)
- My friend's just gotten married. (= My friend has just gotten)

You *cannot* use these short forms ('m/'s/'ve, etc.) *at the end of a sentence* (because the verb is stressed in this position):

- "Are you tired?" "Yes, I am." (not "Yes, I'm.")
- Do you know where he is? (not Do you know where he's?)

Short forms of auxiliary verbs + not (isn't/didn't, etc.):

| | | |
|----------------------|------------------------|--------------------------|
| isn't (= is not) | haven't (= have not) | wouldn't (= would not) |
| aren't (= are not) | hasn't (= has not) | shouldn't (= should not) |
| wasn't (= was not) | hadn't (= had not) | |
| weren't (= were not) | can't (= cannot) | mustn't (= must not) |
| don't (= do not) | couldn't (= could not) | |
| doesn't (= does not) | won't (= will not) | |
| didn't (= did not) | | |

Note that you can say:

he **isn't**/she **isn't**/it **isn't** or he's **not**/she's **not**/it's **not**
 you **aren't**/we **aren't**/ or you're **not**/we're **not**/they're **not**

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